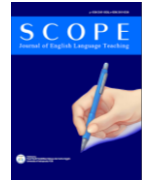




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Storytelling of DKV's Students on the Literacy Skills by Using Photos of Lawang Sewu as an Icon of Semarang

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KEYWORDS

Storytelling;
 DKV Students;
 Lawang Sewu.

A B S T R A C T

Speaking issues among students also include anxiousness and a lack of confidence. They could experience emotions like timidity, worry, nervousness, anxiety, and lack of confidence that impact their ability to communicate in English. It has become a major issue for the pupils if they do not think they are capable of speaking. The use of visual media in storytelling enhances its participatory nature. One technique used by educators to convey their learning experiences to children is storytelling. The storytelling learning approach has an impact on children's capacity to talk because it makes it easy for them to acquire language skills in both simple spoken words they use and spoken words they hear. Posters, pictures, puppets, lifelike objects and statues, and flashcards are examples of media that tell stories. Natural settings were used for doing qualitative research. The items in qualitative research need to be analyzed and constructed in a clearer manner. The photos was chosen as a medium for DKV students' media storytelling because it is engaging, teaches visual design, tells stories, and is essential to analyzing the students' verbal literacy. Teachers and lecturers need to be more imaginative in today's globalized classroom, especially when it comes to digital learning. Because of the anticipated learning objectives, these educational activities are enjoyable and engaging rather than dry and methodical. People in today's technology age run the risk of becoming overwhelmed by the fast and limitless flow of information if they lack literacy skills abilities. Furthermore, DKV students' greater originality depends heavily on their creativity. According to Yani Fitriyani et al. (2021) it refers to the ability of a person to come up with new concepts and inventions that reduce monotony, especially for pupils. Since it keeps learning from getting boring and not getting the most out of it, creativity is crucial. Student comprehension and academic performance may suffer if the advantages of learning are not maximized (Muhammad Wdaji, et al., 2021). Thus, students' comprehension, as well as their engagement and enjoyment in the learning process, are greatly influenced by the originality of their teachers. Because storytelling effectively involves both the storyteller and the listener, focusing their attention on the medium used to transmit the story, it can be utilized to develop thinking skills. The term "storytelling method" describes the oral narration of a story it sets itself apart from other storytelling techniques by stressing its technical elements.

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INTRODUCTION

As a human, peoples have the inalienable capacity to communicate through talking as a implies of communicating information approximately different things and passing on thoughts to one or different people.

Agreeing to Arsjad and Mukti (1993:17), talking is the expertise of articulating sounds or articulating words to specific contemplations, thoughts, and feelings. Audience members get data through the arrangements of tones, stresses, and enunciation arrangement. In face-to-face communication, hand signals and facial expressions (mimicry) of the speaker advance improve the interaction.

Literacy: What is it? The capacity to read, write, speak, and listen in a way that enables efficient communication and helps us make sense of the outside world is known as literacy. The collection of aptitudes and skills people develop to interact with written texts and information in a particular language is known as literacy skills. These include speaking, writing, reading, listening, and critical thinking, among other abilities. A person with strong literacy skills is able to communicate, understand, analyze, and interpret information in a variety of settings, including the workplace, school, and daily life. In addition to requiring a fundamental comprehension of letters, words, and sentences, it also calls for the use of higher order cognitive functions including information analysis, synthesis, and evaluation. Good reading comprehension is essential (*Queensland Literacy.Pdf*, n.d.).

English has emerged as the standard international language for academic, business, and technology communication in our day and age. It is becoming more and more important to connect with individuals from many language and cultural origins in a range of contexts due to the global phenomena known as English globalization. The majority of people who use English these days do so in nations where it is used as a second or foreign language. One of the most prevalent, but extremely complicated, skills people need to acquire for their interpersonal communication is the effective use of English as a second language (ESL) or foreign language (EFL) in oral communication (Fitriani et al., 2015).

Speaking issues among students also include anxiousness and a lack of confidence. They could experience emotions like timidity, worry, nervousness, anxiety, and lack of

confidence that impact their ability to communicate in English. It has become a major issue for the pupils if they do not think they are capable of speaking. Speech is frequently clearer when a person is feeling confident and at ease, as stated by Lawtie (2004s), and this is one of the most crucial things to take into account while speaking with persons who have speech challenges. As a result, devising a solution for speaking issues becomes crucial to improving the student's English speaking abilities (Mubarak et al., 2022). Speaking efficacy in the setting of certain factors is supported. Pronunciation correctness, emphasis, intonation, rhythm, word choice, and speech purpose clarity are examples of linguistic elements. A reasonable, composed, and non-rigid attitude, attention to the other person, the capacity to respect others' opinions, the use of appropriate gestures and facial expressions, the ability to set the power of one's voice, speaking fluently, the capacity to think logically and pertinently, and mastery of the topics covered are additional non-linguistic factors that also come into play (Guebba, 2021).

In this research, the focus of DKV student's activities is storytelling class. Storytelling is an activity carried out to convey stories to others through various media and means. Through this activity, students are required to read stories and write scripts as aspects that can improve student literacy. At the end of the activity, students felt very helpful in improving their literacy with this program.

The use of visual media in storytelling enhances its participatory nature. One technique used by educators to convey their learning experiences to children is storytelling. The storytelling learning approach has an impact on children's capacity to talk because it makes it easy for them to acquire language skills in both simple spoken words they use and spoken words they hear. Posters, pictures, puppets, lifelike objects and statues, and flashcards are examples of media that tell stories.

The goal of using storytelling techniques is to help people comprehend the message, increase their language proficiency with regard to pictures and objects used for entertainment, practice effective communication, and let their imaginations and thoughts run wild. In addition to engrossing the listener in the speaker's tale, storytelling can arouse feelings in the audience. Additionally, we can inform, convince, and amuse our audience about the topics

we are discussing through storytelling (Lili dan Rizka, 2019: 2 journal.ikipsiliwangi.ac.id).

The methods of this study is to increase students' literacy, and the author uses the ADDIE model as a guide to create more successful teaching strategies. Analyze, Design, Develop, Implement, and Evaluate is what ADDIE stands for. Because it can take any destination that it sets as its customizer, ADDIE is responsive. When it comes to accepting goals as adjustments, ADDIE is responsive. Original challenges, strong knowledge, and well-executed tasks are the main components of an effective ADDIE instructional design. In 2021, Hidayat and Nizar. ADDIE is dynamic in its use, allowing it to be modified to meet the needs of the students and the classroom. These days, classrooms can also be remote, accessible when needed, and tailored to the skills of each individual student (Khairunnisa & Ariefa, 2023).

In general, there are 5 steps in analyzing the ADDIE learning model, these are:

Analyze

The first step is to analyze the development of teaching materials or a product used in learning. After that, researchers must also ensure whether students and teachers can use the product results by considering students' constraints, facilities, and abilities.

Design

Design activities start from designing the concept and content of the product. First, the design is written clearly and in detail. Next, the design is written for each product's content. Finally, product design or preparation instructions must be written clearly and in detail. The product design is still abstract at this stage and becomes the basis for the development process in the next step.

Develop

4Develop includes activities to implement the previously created product plan. The previous step created an abstract frame of reference for introducing a new product. The conceptual framework is then converted into a usable product. This stage also requires the creation of tools to measure product performance.

Implement

The purpose of product implementation in the ADDIE development research model is to obtain feedback on the product being produced/developed. Initial feedback or initial evaluation can be obtained by asking questions about the purpose of product development. Then, the application is made to the product design.

Evaluate

The evaluation step is carried out to provide feedback to product users so that revisions can be made according to the evaluation results or needs that the product still needs to meet. The main purpose of an evaluation is to measure the achievement of the initial objectives (Khairunnisa & Ariefa, 2023).

The *state of the art* this article is focus on learning methods to develop literacy skills through storytelling the students of DKV Through this activity, students are required to read stories and write scripts as aspects that can improve student literacy. At the end of the activity, students felt very helpful in improving their literacy.

A previous research by **Wahyu Fitri Khairunnisa and Nina Alia Ariefa** about **Improving students literacy skills through storytelling activities** (Khairunnisa & Ariefa, 2023) and by **Fenti Yohana** about **Penerapan metode role play storytelling** (Yohana et al., 2019).

This methods are applied by using the photos of Lawang Sewu. A brief history of the Lawang Sewu era from various sources, this building was designed by architects Belanda Wendag and JF Klinkamer and constructed in 1913. This cave is more extensive, whereas the other cave was built in 1918. The Bangunan Lawang Sewu is the work of J.F. Klinkamer, a Belgian artist who is mostly unknown outside of our country and city.

This area was first explored, surveyed, and built as the primary administrative land of NIS (Nederlandsch Indian Spoor-weg Matschapij), one of the few companies engaged in api swasta operations in Pulau Jawa at the time. It is also important for you to understand that the NIS (Nederlandsch Indian Spoorweg Matschapij) grave, which is currently known as the Lawang Sewu grave, has a historical connection to the decline of penetrating Indonesia and Pulau Jawa in particular (Esys Fairuz Nurfadillah & Jason Derian Richardo, 2023).



Figure 1. Lawang Sewu

Lawang Sewu Located in the Tugu Muda bundaran, also known as Wilhelminaplein. The surrounding community refers to it as Lawang Sewu (Seribu Pintu) because the building in question has a large number of pintus, despite the fact that the pintus's stated characteristics are not consistent with being a pintu, and in fact, it is not a pintu at all, combining tinggi and lebar jendela, so the surrounding

community frequently misinterprets it as a pintu (lawang) (Soelistijanto et al., 2018).



Figure 2. Corridor in Lawang Sewu

METHOD

This research using a qualitative methodology, this study gathers data from literature, information, reactions, concepts, and descriptions that highlight issues. Natural settings were used for doing qualitative research. The items in qualitative research need to be analyzed and constructed in a clearer manner. The photos was chosen as a medium for DKV students' media storytelling because it is engaging, teaches visual design, tells stories, and is essential to analyzing the students' verbal literacy.

The methods of this study is to increase students' literacy, and the author uses the ADDIE model as a guide to create more successful teaching strategies. Analyze, Design, Develop, Implement, and Evaluate is what ADDIE stands for. Because it can take any destination that it sets as its customizer, ADDIE is responsive. When it comes to accepting goals as adjustments, ADDIE is responsive. Original challenges, through this activity, students are required to read stories and write scripts as aspects that can improve student literacy. At the end of the activity, students felt very helpful in improving their literacy.

RESULTS AND DISCUSSION

Furthermore, DKV students' greater originality depends heavily on their creativity. According to Yani Fitriyani et al. (2021) it refers to the ability of a person to come up with new concepts and inventions that reduce monotony, especially for pupils. Since it keeps learning from getting boring and not getting the most out of it, creativity is crucial. Student comprehension and academic performance may suffer if the advantages of learning are not maximized (Muhammad Wdaji, et al., 2021). Thus, students' comprehension, as well as their engagement and enjoyment in the learning process, are greatly influenced by the originality of their teachers. Teachers that possess creative problem-solving skills are more equipped to handle the range of difficulties that arise in learning environments, both within and outside of the classroom (Rizal et al., 2018).

Introductory perceptions appeared that half of the whole number of understudies within the course were not affectionate of perusing. This was found through a starting address whether understudies like or regularly perused, particularly Indonesian people stories. Most of them said that they as it were tune in to stories or stories that are told orally or get to computerized stages to urge light perusing materials such as teen-lit books. In expansion, most understudies did not appear to get it the substance of the reading materials given amid the third assembly. This appears the issue of moo education aptitudes within the lesson.

This inquire about found that narrating exercises move forward students' proficiency aptitudes, particularly through perusing stories and composing back students' understanding of perusing materials within the frame of stories. The arrangement of DKV STUDENTS exercises carried out in a few schools comprised of a few fundamental activities, including preparing and classroom exercises. At the end of the action, students' education aptitudes moved forward, particularly in terms of perusing and composing. This is often prove by the comes about of the ultimate survey given after the action, which appears students' fulfillment with the DKV STUDENTS movement and the number of understudies who have begun perusing different sorts of books, particularly those related to narrating.

Photos are the media that can gain the study of speaking. When students speak, they construct ideas in words, express their perceptions, their feelings, and their intentions, so that the interlocutors grasp the meaning of what the speakers mean. Here, the process seems very complicated since the speakers do not merely produce words without any meaning, but they do intentionally to represent their intention. Language is a very essential instrument that enables speakers to state their existence and others, ask something, express agreement and refusal. For this reason, oral language or speaking is regarded principle (Mubarak et al., 2022).

Recall that storytelling is an art that can be refined via repetition and trial and error. You can build a solid foundation in storytelling within the DKV environment by experimenting with various media, examining pre-existing narratives, and applying storytelling strategies to your projects.

Researchers are able to examine and address the question of whether DKV students can use the narrative approach to effectively communicate in English by using the selection of photos as an effective teaching instrument. The tactics used to actively involve students are referred to as teaching methods. As a result, teachers should engage fully in class activities and maintain their attention on the goal of making sure every student understands the subject matter. The

results are highly impacted by the use of effective teaching strategies. Furthermore, selecting the appropriate challenging learning environment (Hamdayama, 2016:94).

Built in 1904 and closed in 1918, Lawang Sewu served as the administrative branch of the Nederlands-Indische Spoorweg Maatschappij (NIS). During the period of Belgian colonial rule, NIS was a private company. From 1942 to 1945, Japan undertook the construction of the aforementioned bridge and utilized it as a bridge for Japanese transportation, also known as Riyuku Sokyoku. Subsequently, in 1945, Lawang Sewu resumed his role as kantor for the Democratic Republic of Indonesia (DKARI). Not long afterward, in 1946 the Belgian government once again renamed the Lawang Sewu to be used as a tentar mark. This building was mostly used by Kodam IV Diponegoro in 1949. Up to the year 1994, Lawang Sewu was finally explained to Perumka, which at that time was a company that produced api extract. As of right now, Perumka has changed its name to PT Kereta Api Indonesia.

Gedung Lawang Sewu is composed of two primary building groups, which differ in terms of shape, design, construction year, and construction period. The first building, known as the "L" building, was constructed in the early years (1908–1913) and is a raksasa structure with a foundation made of beban and an atap using a baja bernada range.

In that particular area, there is a khas menara. Mengapit pintu masuk utama sudut. Comprising of two lattices and a garret as a work area, this structure is the most impressive when compared to other structures based on mass and detail design (Darmawan et al., 2018).



Figure 3. Lawang Sewu

The building that consists of two floors and one attic is used as a work area and is the primary structure that is most visually appealing among the other structures, both in terms of bulk and specific design. Within the area beyond the timur massa "L" in question, there are two lattice bridges connected by a bridgehead to the main lattice. In addition, the construction method used to build the entire Sudut massa of the Lawangsewu park is becoming more dominant when compared to other similar projects (Choirul Amin & Adi Sasmito, 2023).



Figure 4. Lawang Sewu main building

As of right now, the Lawang Sewu is the official seal of the State of Marang, which has been approved by SK Menteri no. 344/M/2014, no. PM.57/PW.007/MKP/2010, and SK Bupati no. 646/50/1992. According to SK Walikota no. 646/50/1992, Lawang Sewu is a restricted religious building that falls under classification A. Lawang Sewu adalah latar belakang kuat, yang digunakan untuk dilindungi. The first white paper is Lawang Sewu, which is a prediction of the development of apex kereta technology in Jakarta and Semarang (Ediati, 2009: 73). This is based on the first jalur kereta api construction in Indonesia, which connected the cities of Solo, Yogyakarta, and Semarang. Furthermore, from an architectural perspective, Lawang Sewu is considered the pinnacle of Indonesian architecture. Subsequently, Lawang Sewu became vulnerable to the five-day flood in Semarang. Currently known as Wilhelminaplein, this historical site is now known as Kawasan Monumen Tugu Muda (Abyyusa ; Sudianto Aly, 2019).

The main tourist destination in Semarang is Lawang Sewu. This status has been deteriorating since the building renovations began in 2009. This is being done because, a few years prior to 2009, the building was somewhat shaky and needed some strengthening. Lawang Sewu is also a part of the Kawasan Monumen Tugu Muda community. In addition to Lawang Sewu, there's also the Museum Mandala Bakti, which serves as a museum within the area in question. The architectural function and spatial relationship between the buildings in Tugu Muda Bay contribute to the sosok Lawang Sewu's exposure and ultimately make it significant in Semarang (Abyyusa ; Sudianto Aly, 2019).

A good storyteller will clearly convey their message, encourage audience participation, and provide reliable

information to ensure compelling audience participation. Enthusiast tales are understood by children, and the tales' messages are conveyed.

Enhancing students' critical thinking skills during class increases their attention span and allows them to express their creative potential through the range of lesson ideas. One thing to keep in mind when writing is the clarity of expression and tone (Yohana et al., 2019).

One potential solution to address the declining student proficiency in language learning is to use the reflective learning technique when learning in a group setting. Storytelling is one of the learning methods through practical games that enable users to comprehend and grasp the lesson's intended meaning. According to the storytelling concept, players are more likely to tell stories or narrate a tale aloud than to play games silently. Through this *teoria* storytelling, the provided education can be examined. Additionally, stories can be used to teach history and religion; note that stories should be read aloud before games begin (Mubarak et al., 2022).

Now, let's we started the activity of storytelling the photos of Lawang Sewu in three groups of DKV's students.

The first activity involves a short stretching exercise where the students form a large circle. Among the students, the instructor poses light questions that correspond to the photo provided, and a few of them are asked to share their stories based on the given photo. Next, the students are divided into 3 small groups, each consisting of 7 members. In these groups, they discuss the photo and later present their storytelling based on the photo perspective. The following are the outcomes of the storytelling activity conducted by the Visual Communication Design (DKV) students using English as the spoken language.

First Group



Figure 5. Locomotive

In this photo, there is a locomotor of kereta api that is labeled C 23 01 in the lower left corner of the Lawang sewu. There are a few nearby tourists that display the

exterior and interior design of the kereta api. According to history, the Nederlands-Indische Spoorweg Maatschappij (NIS) owns the kereta api. NIS is a startup company that operates in the kereta api market. Lawang Sewu is also the name of the five-day Semarang uprising that took place from August 14 to August 19, 1949. This is linked to the Monumen Tugu Muda location, which is situated in the southern region of Lawang Sewu. Aside from the historical context, the spatial relationship between Lawang Sewu and Monumen Tugu Muda within the area makes the proposed NIS office noteworthy. From an architectural perspective, this significance can be understood in the context of the building's monumentality. According to the historical overview provided by PT KA, the Lawang Sewu of NV Nederlandsch Indische Spoorweg Mastshappij (NIS) is considered the foundation of Indonesian history. At this moment, the mother of this Jajahan nation is presently in Jakarta. However, kereta api construction began in Semarang. The first class that is being offered at this time is Semarang - Yogyakarta. The construction of the dam began on June 17, 1864, and was marked with the first inception by Governor Jendral Hindia Belanda Sloet van Den Beele. Four years later, on July 19, 1868, a kereta api that enraged the general populace had already been preparing the way for as far as 25 kilometers from Semarang to Temanggung. Many common folks often forget this on a daily basis. On July 1, 1907, Lawang Sewu resmi was put to use. Over time, Lawang Sewu has come to be associated with the four-day Semarang celebration, now known as Tugu Muda, which takes place in the Proliman (or Simpanglima) area. The Angkatan Muda Kereta Api (AMKA) was founded during the August 14–19, 1945 research visit. One of them is situated alongside Lawang Sewu. They are Salamoen, Roesman, Noersam, RM Soetardjo, and RM Moenardi. Subsequently, the kereta api determined the elevation to the surface at Pemd Kodya Semarang, which came out to be 3.542,40 meters. Then, on July 2, 1975, a visit was made to the Taman Makam Pahlawan Giri Tunggal by the Inspector of the Upacara of Governor Jateng Soepardjo Roestam. However, there were only a few incidents in this regard.

Second Group



Figure 6. Corridor

Although this location may be referred to as Lawang Sewu, it should be noted that this is not the official name of the Lawang Sewu. This bridge was once known as the Nederlands Indische Spoorweg Maatschappij when it was first being built. Lawang Sewu, however, is claimed to be relatively small in Jawa. But just because a cave is named "Lawang Sewu" doesn't mean that a lot of riches is hidden there. Lawang Sewu actually only contains 429 pintu. Still, Lawang Sewu has a lot of jendela that, from a side perspective, will look like pintu, just like the many other Belanda gedung. And now it's clear why this location is referred to as "Lawang Sewu" by others. Located in the Tugu Muda bundaran, also known as Wilhelminaplein. The surrounding community refers to it as Lawang Sewu (Seribu Pintu) because the building in question has a large number of pintus, despite the fact that the pintus's stated characteristics are not consistent with being a pintu, and in fact, it is not a pintu at all, combining tinggi and lebar jendela, so the surrounding community frequently misinterprets it as a pintu (lawang). The size of windows occurs as frequently as feasible in the context of Indonesia's Belanda's development. During that time, the windows as a Lawang in Java language of similar size were found in a large number of buildings, residences, and other constructions. Generally, being fatigued makes it difficult to adjust to Indonesia's harsh tropical temperature. There will be an increase the air come and it will become squeeze because of the availability of these Lawang. The quantity of door is greater than the name *Lawang Sewu*. There are purportedly 1.000 pintus in the Sewu Lawang. In total, there are 928 pintu in Lawang Sewu. Every *pintu* and *jendela* in Lawang Sewu is constructed for air circulations.

Third Groups

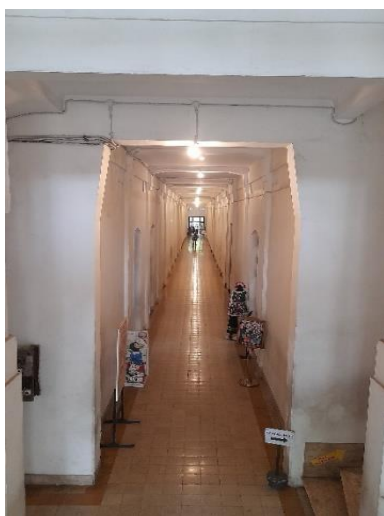


Figure 7. Lorong dalam

Lawang Sewu Building consists of two main building groups, which differ in shape, structure, arrangement, and year of construction. The first "L" shaped building was

built earlier (1908-1913) and was a gigantic structure with load-bearing wall construction and roof structure using a pitched steel frame. There are distinctive twin towers in the section. Corner, flanking the main entrance. Consisting of a two-story building and an attic (garret) as a workspace, this building is the most innovative when compared to other building projects using mass-production and detailing of building. Lawang Sewu developed into a stunning, spectacular, and historically rich edifice of Dutch ancestry. The building no longer has a gloomy chamber that gives off an unsettling vibe. As we approach the Lawang Sewu neighborhood, we are greeted by a structure that appears substantial and roomy. From the outside, it's obvious that the Lawang Sewu building must have a large number of halls. Indeed, the numerous halls within the Lawang Sewu building are visible to us as soon as we enter. There are reading boards with information about PT KAI and the history of the Lawang Sewu building in each hallway. Some guests claim that the Lawang Sewu building is becoming increasingly hot, and they attribute this to Lawang this is because Lawang Sewu has a heat-absorbing room on the top floor.

CONCLUSION

This ponder found that narrating exercises can progress students' proficiency aptitudes, particularly through perusing stories and composing back their understanding of perusing materials within the form of stories. From the ultimate comes about of the surveys conveyed to understudies, it was found that students' education abilities progressed, particularly in terms of perusing and composing related to narrating. Within the usage, the creator utilized the library as one of the implies to make strides students' proficiency. Since narrating viably includes both the storyteller and the audience, the person (pointing) their consideration on the medium utilized to transmit the story, it can be utilized to create considering aptitudes. Besides, narrating encourages the expression and development of dialect ability, which makes the story more comprehensible and tasteful. The term "narrating strategy" portrays the verbal portrayal of a story; it sets itself separated from other narrating methods by pushing its specialized components. Future inquire about can be conducted by centering/ pointing on looking at different other exercises that are pertinent and curiously for understudies, to be utilized as a reference in making strides students' education aptitudes, for case, those related to the domain of writing. In addition to utilizing surveys, future inquire about seem moreover utilize the meet strategy to assess the comes about or yields of the exercises that have been actualized, so that data from understudies can be gotten in more profundity. In expansion, it is important to adjust and create literacy for english understudies in DKV.

Students studying in a multidisciplinary subject that integrates design, communication, and audiovisual production are known as DKV (Design, Communication, and Audiovisual Production) students. Students' creative and technical talents in a variety of fields, including graphic design, visual communication, advertising, animation, film production, and multimedia design, are usually the main focus of DKV programs. You will probably take part in a variety of theoretical and practical coursework as DKV students in order to gain a comprehensive understanding of design principles, communication tactics, and audio visual production processes.

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