STORYTELLING OF DKV'S STUDENTS ON THE LITERACY SKILLS BY USING DIGITAL VIDEO VIRTUAL MUSEUM

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Abstract

As social beings, humans are actually able to communicate by speaking as a form of expression of knowing something/ many things and/ or as a form of expressing ideas to one or many people. In line with that, Arsjad and Mukti (1993: 17) argued that the ability to speak is the ability to speak and to pronounce articulation sounds or say words to express, state, convey thoughts, ideas and feelings. The listeners receives information through a series of pitches, stresses, and junctures. If the communication verbal do in face to face, add the gestures and facial expressions of the speaker. The storytelling method is telling an idea based on what is seen in pictures, paintings, and videos. This storytelling method is used to build DKV student literacy in order to further hone their speaking skills. DKV students were asked to tell a story in English literacy skills of DKV students through virtual museum videos. The video is shown using English. Through the storytelling method, it is hoped that DKV students will be able and well to speak English.

Keywords: Digital Museum, Literacy skills, DKV students.

A. Introduction

As a human beings, people's have the inherent ability to communicate through speaking as a means of expressing knowledge about various things and conveying ideas to one or multiple individuals.

According to Arsjad and Mukti (1993:17), speaking is the skill of articulating sounds or uttering words to express thoughts, ideas, and emotions. Listeners receive information through the sequences of tones, stresses, and articulation placement. In face-to-face communication, hand gestures and facial expressions (mimicry) of the speaker further enhance the interaction.

Communication can be devide into two types; verbal and nonverbal communication. Verbal communication involves the exchange of ideas, thoughts, opinions, various information between two or more people. On the other hand, nonverbal communication is conveyed not through words but through sign language, body language, facial expressions, eye contact, and speech-related elements such as intonation, emphasis, emotional style, and speaking manner.

Communication is a series of actions or speech acts that are used systematically to accomplish or achieve something with a specific purpose. Even so, teaching and learning activities must continue be carried out students which has implications for distance learning. The learning process is part of the academic process, be it face-to-face learning in one room, or online learning.

The learning process is an integral part of the academic journey, whether it takes place through traditional face-to-face instruction in a physical classroom or through *e-learning* platform. *E-Learning* is a learning method that utilizes web-based information technology (IT) that can be accessed remotely so that the learning carried out is not only stuck in the classroom and within certain hours but can still be done anytime and anywhere (Daniati et al., 2020; Sukmasari & Rosana, 2017). *E-learning* represents an innovative approach to education, addressing the limitations and drawbacks of conventional education, such as spatial and

temporal constraints (Nadziroh, 2017).

Web-based learning or *e-learning* is a learning medium by utilizing internet technology that allows learning interactions from anywhere and anytime with interactive, independent, easily accessible characteristics, and allows for enrichment of the use of technology (Arifin & Herman, 2018; Ran & Jinglu, 2020). *E-learning* is all learning activities that use the help of electronic technology, which can be applied in conventional education and distance education (Maican & Cocoradă, 2021; Sudarti & Putra, 2015). In *E-Learning*, there is an interaction involving students, teachers with content (Arifuddin et al., 2020; Mahyoob, 2020). *E-learning* uses various learning resources that use appropriate and measurable stages of learning (Lau et al., 2018; Wardoyo & Article, 2016). *E-learning* can help teachers distribute their teaching materials without having to be in class using the Internet this can maximize limited learning time in class. *E-Learning* can help the teaching and learning process to be more optimal (Maudiarti, 2018; Rosy et al., 2018).

Information technology has helped museums better organize aspects of information and make it accessible in digital collections combined with physical collections. Thus, according to Sandra Dudley (2010:3) "Package of objects and information" is such that a museum object "is never just a physical object, but encompasses the whole package, the composition in which the object is but one element in a molecule of a compound." Formed in [also important]] information. " The benefits of this combination are clear. This is the "currently actually prevailing view in museum scholarship and practice that museums are about information, and that their objects are only part, and not necessarily an important part, of that information culture." (Dudley 2010: 3)

What is literacy? Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense the world. Literacy skills can be defined as the set of abilities and competencies that individuals acquire to effectively engage with written texts and information in a given language. These skills encompass a range of capabilities, including reading, writing, speaking, listening, and critical thinking. Proficiency in literacy skills enables individuals to comprehend, interpret, evaluate, and communicate information and ideas across different contexts, such as academic, professional, and everyday life. It involves not only the basic understanding of letters, words, and sentences but also the application of higher-order cognitive processes, such as analyzing, synthesizing, and evaluating information. Strong literacy skills are crucial for educational success, civic participation, career advancement, and personal development in today's information-driven society (https://education.qld.gov.au/parents/Documents/factsheet-l-n.pdf).

In the context of speaking effectiveness, there are factors that support it. Linguistic factors include accuracy in pronunciation, emphasis, intonation, rhythm, choice of words used, and clarity of purpose of speech. In addition, there are non-linguistic factors that also play a role, such as a reasonable, calm, and not rigid attitude, focusing on the other person, the ability to respect the opinion of others, using the right gestures and facial expressions, setting the power of the voice, fluency of speaking, ability to think logically and relevantly, as well as mastery of the topics discussed (Arsjad and Mukti in Marlina, 2018: 86).

Using visual media as a vehicle makes storytelling more interactive. Storytelling is one of the methods educators use to communicate their learning experiences to children. Through the storytelling learning method, children can easily develop language skills in both the spoken words they hear and the simple spoken words they use, so this method influences their ability to speak. Media that tell stories include posters, photographs, simulated objects and statues, puppets, and flashcards (picture cards). The purpose of storytelling techniques is to understand the message and broaden language knowledge of images and props used to entertain, practice good communication, and allow

ideas and imagination to be expressed. Storytelling can also draw the listener into the speaker's story and evoke emotions in the listener. Furthermore, through storytelling, we can tell, persuade, and entertain our listeners about what we are talking about (Lili dan Rizka, 2019: 2 journal.ikipsiliwangi.ac.id)

If you are a student studying DKV (Design, Communication, and Audiovisual Production) and you're interested in storytelling, there are several ways you can explore and incorporate storytelling into your studies;

1. Research storytelling techniques: Study different storytelling techniques used in various mediums, such as literature, film, advertising, and digital media. Explore narrative structures, character development, plot arcs, and the use of visual storytelling elements.

2. Analyze storytelling in different media: Analyze and deconstruct stories in different forms of media, such as films, TV shows, advertisements, or video games. Examine how storytelling is employed to engage audiences, convey messages, and create emotional connections.

3. Incorporate storytelling in design projects: When working on design projects, consider incorporating storytelling elements. Use narratives to guide the design process, create visual narratives, or design interactive experiences that tell a story. Think about how your designs can effectively communicate a story or message to the audience.

4. Stay updated on industry trends: Stay informed about current trends and innovations in storytelling within the DKV field. Follow industry professionals, read relevant publications, and engage in discussions to understand how storytelling is evolving in the design and communication industry (Nunan, 2004 in Satwika of Thesis 2014:18).

Remember, storytelling is a skill that can be honed through practice and experimentation. By exploring different mediums, analyzing existing narratives, and incorporating storytelling techniques into your projects, you can develop a strong foundation in storytelling within the context of DKV.

B. **Method**

This study uses a qualitative approach, where the data collected is in the form of literature, information, responses, concepts, and descriptions that reveal problems. Qualitative research was conducted in natural conditions. In qualitative research must have analyze and construct the objects becomes clearer. The selection of video as a media storytelling of DKV's students because the media used is interesting, learning about visual design, telling the stories, and critical to analysis the literacy skills of DKV's students in speaking.

In this era of globalization requires teachers or lecturers to be more creative in teaching and learning, especially in digital learning. These learning activities, because with expected that learned are meaningful and fun, not boring, with this method and by using digital media which as video can gaining student's literacy skills will be achieved well.

Literacy skills refer to the ability to read, write and comprehend information. It involves a range of abilities and knowledge related to language, including phonics, vocabulary, grammar, and comprehension.

C. Findings and Discussion

Before delving deeper into this research, it is advisable to first grasp several key concepts. These include digital literacy, which refers to the ability to effectively utilize digital tools and media to derive optimal benefits (Mediana Handayani, 2018). Without digital literacy skills, individuals risk being overwhelmed by the rapid and boundless flow of information in today's technological era. This can lead to the dissemination of misinformation or hoaxes. Thus, it is

crucial to enhance digital literacy skills in order to effectively navigate and manage various information systems (Mediana Handayani, 2018), thereby fostering a profound understanding that serves as a catalyst for enhancing teacher creativity.

Additionally, creativity plays a vital role for DKV student's more creative. It denotes an individual's capacity to generate novel ideas and innovations that alleviate boredom, particularly among students (Yani Fitriyani, et al., 2021). Creativity is essential as it prevents learning from becoming monotonous and failing to yield maximum benefits. Neglecting to optimize the benefits of learning can have a detrimental impact on student comprehension and academic performance (Muhammad Wdaji, et al., 2021). Hence, teacher creativity significantly influences students' understanding and their active participation and enjoyment in the learning process. Creative problem-solving abilities empower teachers to address various challenges encountered in educational settings, both inside and outside the classroom. Such challenges may include dissatisfied parents, apathetic parental involvement, disciplinary issues, tardiness, conflicts, and students talking to themselves during lessons. Through creativity, teachers can devise countless strategies to tackle these problems, thereby achieving high productivity levels and ensuring desired outcomes without relying on emotional reactions but rather on effective and reliable techniques.

Based on article review, literacy digital is an important thing for mastery in reading, writing, speaking comprehension.

A digital video of a museum refers to a video recording or presentation that showcases the exhibits, collections, or experiences within a museum setting. It is a means of capturing and sharing the museum's content, allowing viewers to virtually explore and engage with the museum's offerings.

So, based on article video museum, the students presents by literacy skills that they have seen in article video museum, those museums are Tumurun Museum, Contemporary Art Gallery Semarang, and Museum Kota Lama Semarang.

A story is a narrative or account of a series of events, experiences, or imaginary situations that are presented in a structured and coherent manner. It typically involves characters, a setting, a plot, and a resolution. Stories can be fictional or based on real-life events, and they serve various purposes, such as entertaining, informing, inspiring, or conveying a message (https://ielc.co.id/en/narrative-text-definition-characteristics-functions-types-and-example/)

Elements of story;

1. Characters: The individuals or entities that drive the story. They can be human, animals, objects, or even abstract concepts.

2. Setting: The time and place where the story takes place. It provides the context for the events and helps create the atmosphere and mood.

3. Plot: The sequence of events that make up the story. It includes the introduction or exposition (establishing the setting and introducing the characters), the rising action (developing the conflict or problem), the climax (the turning point or most intense moment), the falling action (resolving the conflict), and the conclusion or resolution (tying up loose ends).

4. Theme: The underlying message or idea that the story explores. It can be a moral lesson, a commentary on society, a reflection on human nature, or an exploration of a specific topic

5. Point of View: The perspective from which the story is told. It can be first-person (narrated by a character within the story), third-person limited (narrated from the viewpoint of a specific character), or third-person omniscient (narrated from an all-knowing perspective).

6. Tone and Style: The author's attitude or voice in telling the story. It can be serious, humorous, suspenseful, poetic, or any other tone that contributes to the overall mood (https://ielc.co.id/en/narrative-text-definition-characteristics-functions-types-and-example/).

Remember, storytelling is a skill that can be honed through practice and experimentation. By exploring different mediums, analyzing existing narratives, and incorporating storytelling techniques into your projects, you can develop a strong foundation in storytelling within the context of DKV.

The selection of that using a media digital video is an effective teaching tool aids researchers in examining and addressing the issue of whether architecture students can effectively communicate in English using the storytelling method. Teaching methods refer to the strategies employed to engage learners actively. Therefore, educators should actively participate in classroom activities and remain focused on the objective of ensuring that the material is effectively understood by all students. The selection of appropriate teaching methods significantly influences the outcomes. Additionally, choosing the right teaching method fosters an educational, conducive, and challenging learning environment (Hamdayama, 2016:94).

Developing thinking skills can be achieved through storytelling because this method effectively engages both the storyteller and the listener, directing their focus toward the medium used for conveying the story. Additionally, storytelling allows for the expression and expansion of vocabulary mastery, enabling the story to be understood and accepted. The storytelling method refers to the delivery of a story through oral narration, distinguishing it from other methods of storytelling by emphasizing its technical aspects.

To avoid feeling bored and overwhelmed while studying English materials, apply the "study in short but regular periods" approach. Practice your skills every day. It doesn't have to be too intensive; what matters is the repetition that helps the brain to better retain the information. Another way to boost your learning motivation is by scheduling an "English time" once a week. During that time, you can plan activities related to the English language, such as watching English movies, visiting the British Council library, cooking Western recipes using English instructions, and so on.

Now, lets we started the activity that storytelling the digital video museum virtual by five groups of DKV's students.

The first activity involves a short stretching exercise where 35 students form a large circle. Among the students, the instructor poses light questions that correspond to the video digital provided, and a few of them are asked to share their stories based on the given video. Next, the students are divided into 3 small groups, each consisting of 7 members. In these groups, they discuss the video and later present their storytelling based on the respective flashcards. 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 storytelling about video digital virtual museum Semarang Contemporary Art Gallery

For the first impression seeing the video of Semarang Contemporary Art Gallery is so awesome. This is my first time to watching the video of Semarang Contemporary Art Gallery. In video, we can see the theme in this gallery that is INQUIRIOUS by Ines Katamso and Alexander Sebastianus. Both of them, despite sharing the same momentum and carrying the theme of "Inquirious," which combines the words "inquiry" and "curious," have remarkably different exhibited works. The hope is that Ine and Alex's artworks can be enjoyed by the public of fine arts," said the architecture graduate from the Academy of Art University in San Francisco. Exhibition curator Ganjar Gumilar stated that the works of Ines Katamso and Alexander Sebastianus in this Duo Exhibition question the efforts of exploring reality in interpreting the universe of life. "In this exhibition, the latest literacy of Ines Katamso and Alexander Sebastianus's works is presented as the starting point of discussion and as an invitation to explore their process and studies in understanding the universe and collectively

contemplate our relative position towards it.

On the first floor of Semarang Gallery, the exhibition space delves into the intersection of biology, mythology, and personal catharsis through its idiosyncratic rhetoric and metaphors. The artworks explore the individual's journey of self-discovery by drawing references from scientific inquiry and mythological archetypes simultaneously.

We can see on the wall the lettering of **Sejarah Bangunan Ini.** This museum was built in 1937 by the company called De Indische Lloyd owned by Oei Tiong Ham. This museum which is located in Semarang was once used as a warehouse, factory, priest' house, and a place of worship. However, in 2007 an art collector named Chris Darmawan turned the building into the Semarang Gallery (Kenia & Bryan, 2020 https://issuu.com/arcaka/docs/arcaka_12_versi_issuu/s/12336584). One of the contemporary works of art that display at this museum is the works of Goenawan Mohamad, a famous poet and painter.

The Semarang gallery building is consists of 2 floors, each of which is filled with works of art. Salin displays works of contemporary art the museum also presents a statue decorated with the words "Miring Lantai Kanan Tinggi" by artist Budi Kustarto. This one museum carries the spanish colonial concept which can be seen from the style of the building.

Second group of storytelling about video digital virtual museum of Tumurun Museum Solo

In this first playing video we see the Rayuan Pulau Kelapa that is the theme of this exhibition. In two sides of the door there are type of "Tanah airku aman dan makmur Pulau kelapa yang amat subur Pulau melati pujaan bangsa Sejak dulu kala. Melambai-lambai nyiur di pantai Berbisik-bisik Raja Kalana Memuja pulau nan indah permai Tanah airku Indonesia". Then when we entering the museum there are a lots of an artwork in this exhibition. The artworks that selected are about 30 paintings that curated from 126 collections of paintings across the ages with the theme of natural landscapes. Thats one of the reasons, the theme of this painting exhibition for the next seven months was chosen with the theme Rayuan Pulau Kelapa. We choose of work the landscape paintings from the Dutch colonial period which tell the story of the journey of Indonesian art.

This exhibition is so incredible because of the paintings and most of collection really created by imagination. Seems like the statue of an eye, this statue so big and stacked so high, so imaginative. Some of curation we can see the webbing, this artwork really in proper display, and the mock-up is amazing. Besides that we can see the car, the car has molded become a ball. But, there is a car also, an old car.

Third group of storytelling about video digital virtual museum of Museum Kota Lama Semarang

This museum is located in Purwodinatan, Jalan Cendrawasih, Central Semarang. The Kota Lama museum is a tourist spot that displays the history of the city of Semarang. When we are first coming in this museum, we can see the wall that lettering MUSEUM KOTA LAMA and the sign of monumen. The tourist area of the old city of Semarang is even more beautiful with the D 301 59 Locomotive Monumen that decorated with a dancing fountain. The locomotive can run up to speeds of 50km/h with the support of a 340 HP (horse power) diesel engine. This train we can see in the last spot.

In first spot we are guidance by tour guide that explained the history of Museum Kota Lama. This museum is tourist spot displays about Semarang starting in 1547 when the city was founded, especially the development and growth of this city. The existnce of Kota Lama Museum is referred to as a museum with immersive technology. This means that technology can bring visitors as if they are entering the real and the digital world, where they will

experience first-hand the history of the Semarang city.

The collections displayed in this museum, such as the relics of ancients artefacts. One of them is the Dupo train, whose original site exists today. This is the 3D museum that we use the technology to displays 3D screens that can make visitors feel as like them entering a virtual world and experiencing the history of the city of Semarang.

D. Conclusion

According to Arsjad and Mukti (1993:17) speaking is the skills of articulating sounds or uttering words to express thoughts, ideas, and emotions. A digital video of a museum refers to a video recording or presentation that showcases the exhibits, collections, or experiences within a museum setting. It is a means of capturing and sharing the museum's content, allowing viewers to virtually explore and engage with the museum's offerings. To assess students speaking ability, it is necessary to record the activities that students have and record the progress that has been achieved. We choose to work the landscape paintings from the Dutch colonial period which tell the story of the journey of Indonesian art. The collections displayed in this museum, such as the relics of ancient statue.

Developing thinking skills can be achieved through storytelling because this method effectively engages both the storyteller and the listener, directing their focus toward the medium used for conveying the story. Additionally, storytelling allows for the expression and expansion of vocabulary mastery, enabling the story to be understood and accepted. The storytelling method refers to the delivery of a story through oral narration, distinguishing it from other methods of storytelling by emphasizing its technical aspects.

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Remember, storytelling is a skill that can be honed through practice and experimentation. By exploring different mediums, analyzing existing narratives, and incorporating storytelling techniques into your projects, you can develop a strong foundation in storytelling within the context of DKV.

DKV (Design, Communication, and Audiovisual Production) students are individuals who are pursuing studies in a multidisciplinary field that combines design, communication, and audiovisual production. DKV programs typically focus on developing students' creative and technical skills in various areas, such as graphic design, visual communication, advertising, animation, film production, and multimedia design. As DKV students, you will likely engage in a range of practical and theoretical coursework to acquire a well-rounded understanding of design principles, communication strategies, and audiovisual production techniques.

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