



THE APPLICATION OF TABLEAU IN TEACHING NARRATIVE READING TO THE 10TH GRADE STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG

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Abstract

The objectives of this study were to find out (1) whether or not there was any difference in 10th grade students of SMA Srijaya Negara reading comprehension after they are taught by applying tableau and (2) there was any significant difference in reading comprehension achievement between the 10th grade students of SMA Srijaya Negara Palembang who are taught by using Tableau in learning narrative text and those who are not. This study used 66 students of the tenth-grade students of SMA Srijaya Negara Palembang as the sample which was divided into two groups, experimental and control group. Students in experimental group were given the treatment through tableau in learning narrative text. This study used one of quasi-experimental design that were pretest and posttest nonequivalent control group design. The result of reading comprehension test was analyzed by using SPSS 21.0 program. The result indicated that there were any significant differences at level 0.05 found in the data which were analyzed by using paired sample t-test ($t=6.670 > t_{table}=1.694$). The result also showed that the application of tableau in teaching narrative reading could improve students' reading comprehending of 10th grade students of SMA Srijaya Negara Palembang.

Keywords: Tableau, teaching narrative text, reading comprehension

INTRODUCTION

Reading as one of the skills in mastering English, takes a big part in it. Through reading people can create their own perspective of a meaning from a word. It is stated by Johnson (2008) that reading is the activity of using text to create meaning. It means that if in the activity there is no meaning, there is no reading taking place. By having their own perspective of a word after reading a text or a book, people will be easy to understand the meaning or the main purpose from the text.

Reading, as one of the language skills that Indonesian students should learn in learning English as the foreign language, is not only about the ability to read such text but also the ability to get the information containing in the text. Through reading, students can get the information and new knowledge. They can get it from many sources such as newspaper, magazine, e-Book, blog, novel, comic, and *manga*. For students, reading is the key for learners to improve learning outcome (Hamra & Syatriana, 2010). Debat (2006, p.1) says that the nature of reading is how people learn to process information from the text. Trelease (2001, p.1) in his work says that reading is fundamental task that must be mastered by every student in order to be able to functionally compete in society. Khand (2004) says that reading serves as an important tool in every field of professional service. In many situations reading is considered to be the indispensable channel of communication in an ever-widening world. In fact, people are living in a 'reading' world where it is difficult to manage without reading.

As state in school-based curriculum (KTSP 2006), kind of text that the 10th grade students should learn are narrative, recount, and procedure text. Narrative text is a story that gives a reader an imagination of an event that happen in every single scene. In a social function, narrative text is a text that can entertain the readers. Narrative text, is one of material for the 10th grade students in learning English in this curriculum. Narrative text includes a text like a legend, myth, fable, or a story about a beautiful princess. The problem is the students do not understand the meaning from some vocabulary that existed in the story so the students cannot comprehend the meaning of the story. Here, the teacher needs a strategy or a technique to make her students interested in reading this kind of text. Harmon (2002) in his work says that students reading comprehension is influenced by the strategies used by the teacher.

Based on the description, it is possible to improve students' reading ability. So, from this problem the writer will use tableau as the application in teaching narrative text in order to help the students in improving their reading comprehension. Hoisington, Hopper, DeSoto, Shelby, and Knoble (2013) state that tableau is a drama technique

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that supports comprehension in core subjects including reading, writing and social studies. A tableau is a representation of a dramatic scene by a person or group, posing silently without moving. To strengthen this study, some previous studies are put forward. Firstly, Willcut (2007) in her work found that tableau is an activity that have been borrowed from the field of drama as alternative instructional activities that can engage students in reading by encouraging them to use their bodies as part of communicating text to an audience. On the other hand, Sari, Inderawati, and Zuraida (2014) state that tableau is an art performance of literacy that forces the students to do some discussions and to make a guess toward the frozen scene made by their friends. Therefore, based on the explanation above, the problems of this study can be formulated as follows.

1. Is there any difference in students' reading comprehension after they are taught by applying tableau?
2. Is there any significant difference in reading comprehension achievement between the 10th grade students of SMA Srijaya Negara Palembang who are taught by using Tableau in learning narrative text and those who are not?

METHOD

This study used experimental approach applies the experimental procedur but it does not meet all a quasi-experimental design and non-equivalent group design. Cristensen (1993) state, a quasi the requirements necessary for controlling the influence of extraneous variables. This study used 66 students of the tenth-grade students of SMA Srijaya Negara Palembang as the sample which was divided into two group, experimental and control group.

Students in experimental group were given the treatment through tableau in learning narrative text, at first the teacher introduced the concept of tableau to the students. After that, the students were divided into several groups, the teacher gave a narrative story to each group. After they read the story, each group discussed about the story and choose the interesting part in the story. Next, each group performed their tableau and other students guess the tableau.

In order to collect the data, the experimental group was given pre-test and post-test. As the instrument, the test should be valid. Validity was the state of being legally or officially acceptable (Hornby, 2000, p.1493). In this study, the writer tried out to the students of SMA Srijaya Negara Palembang grade 10th from different class with experimental and control group in order to made sure which question from the text is valid or not. Each item in the questions was analyzed by Corrected Item Total Correlation Method using SPSS 21 for Windows program. And the validity of test can be said valid if r-obtain is higher than t-table. Cronbach's alpha was used to check the reliability of the test.

After the data was collected, it was analyzed by using paired sample t-test in order to analyze data gained in pretest and posttest in experimental group. In paired sample t-test t obtained, the degree of freedom and the significance level (in-two-tailed test) were found. And, t table should also be found. If the t obtained < t table and the p value > 0.05, then the null hypothesis is accepted and if the t-obtained > t table and the p value < 0.05, thus the null hypothesis is rejected

FINDING AND INTERPRETATION

The data were obtained from the pre-test and post-test from the experimental and control group. In experimental group which consisted of 33 students of X.2 class SMA Srijaya Negara, the pre-test was given at the first meeting before they got the treatment. The control group which has the same total of students with experimental group was given the pre-test at the same day with experimental group. Both of the group was also given the post test. In the pre-test and post-test, the writer gave a test which consisted of 40 items.

In pre-test with the mean 64.24, the lowest score was 23 and the highest score was 78. The result of post-test showed that the lowest score was 68 and the highest score was 85, the mean was 77.45. The following table shows the score distribution in the experimental group:

Table 1. The score distribution in the experimental group

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
86-100	Excellent	0	0%	0	0%
71-85	Good	9	27.27%	28	84.84%
56-70	Average	19	57.57%	5	15.15%
40-55	Poor	2	6.06%	0	0%
<40	Failed	3	9.09%	0	0%
Total		33	100%	33	100%

Table 4 indicates that from 33 students in experimental group who did the pre-test, there was no student (0%) in excellent category. There were 9 students (27.27%) in good category and nineteen students (57.57%) were in average score. There were two students (6.06%) in poor category and there were 3 students (9.09%) in failed category. In post-test, there was no student (0%) in excellent category. Twenty-eight students (84.84%) were in good category and five students (15.15%) were in average category. There was no student (0%) in poor category and 0 student (0%) was failed. Based on paired sample statistic, the mean of the pre-test was 64.24 and the mean of the mean of post-test was 77.45. The standard deviation of the pre-test was 13.99 and the standard deviation of post-test was 4.79. The standard error mean of pre-test was 2.43 and for post-test was 0.83. The table below present the statistic of the experimental group.

Table 2. The statistic of the experimental group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	64,24	33	13,991	2,436
	posttest	77,45	33	4,790	,834

The mean difference between pre-test and post-test in the experimental group was 13.21, with the standard deviation 11.37, the standard error mean was 1.98. Table 10 below present the statistic of the paired sample test:

Table 3. The paired sample test of the experimental group

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	posttest - pretest	13,212	11,379	1,981	9,177	17,247	6,670	32	,000

In two tailed testing with the degree of freedom 32, the significance level <0.05 and the critical value of t-table is . The value of t-obtained was 6.670, it means the t-obtained was greater than the critical value of t-table ($6.670 > 1.694$). with the significant level less than 0.05, the null hypothesis (H0) was rejected and (H1) was accepted. It means there was significant different in the achievement before and after the treatment in experimental group.

Based on the result of the study, the writer finally comes to the interpretations. Before the treatment, both experimental or control group were given pre-test by the writer. After that, the writer was given the treatment only for experimental group. When tableau as the application to learning narrative reading was introduced, the students were interested with it. At the same time, narrative text was being their material. Beside tableau was connected with the material, the writer help the students to make a fun way when they learned or when they comprehended the material.

During the treatment, the students showing their improvement. At the first, the writer introduced tableau to the students using some slide. The students were interested since they know that in tableau they should act a scene of a story. After the students discussed a story, they tried to perform in front of the class. They used their expression and gesture to showing the tableau. It is same like what Branscombe and Scheneider (2013) say that in drama structure of tableau, participants use gesture, body position, touch, and expression to create frozen scene. Reading activity in the class be more fun when other students should guess the frozen scene. This is in accordance with the idea that tableau provide fun and interesting ways to begin class discussion of ideas about reaction to books already read by Tortello (2004). As the result, the students who were get bad score cause of lack of vocabulary, they could comprehend some text in posttest easily. They had the higher score in post-test from those who were not. The result of this study is in accordance with Hoisington et al (2013) say that tableau can support students' achievement in literacy when used to prepare and motivate students to comprehend text and analyze literary elements such as character, plot, theme, conflict and resolution. It is supported also from the analysis of paired sample t-test in experimental group where the value of t-obtained exceeded the critical value of t-table ($6.670 > 2.037$). It means the students' score improved significantly in the post-test from pre-test.

In contrast, based on the result of paired sample t-test in control group where the value of t-obtained was lower and not significant ($-4.178 < 2.037$). It means that the students' score didn't improve in the post-test from the post-test and t-obtained in control group was lower than in experimental group. It could be stated that there was no improvement in control group than in experimental group.

This was also supported by the result of differences of analysis using independent sample test between experimental and control group. The value of t-obtained was greater than the critical value of t-table ($9.482 > 1.998$). The result indicated that the assumption was proved. The t-obtained was higher than t-table; it means the post-test students' score in experimental group got the improvement than the students' score in control group. Students in experimental group got the higher score because they got the treatment through tableau as the application in learning narrative reading.

Finally, it can be interpreted that the application of tableau in teaching narrative reading can improve teaching reading comprehension to the tenth-grade students of SMA Srijaya Negara Palembang. Besides the technique can improve the student's reading comprehension, it also provides a fun way for students when they learned or try to comprehend the text. So, it can be concluded that tableau can be used as one of techniques in order to improve students' comprehension in senior high school level.

CONCLUSION

The result of statistical analysis showed there was a significant difference in reading comprehension after the treatment through the application of tableau in the experimental group. It can be seen from the mean score of the post-test in the experimental group, it was shown that there was a statistically significant difference in students' reading comprehension after having thought reading by tableau. Based on the discussion of the study, tableau can improve the reading comprehension of the tenth-grade students. It is an appropriate technique for teaching reading. It can make students more active and creative in studying English especially in reading part and also make the lesson more interesting. Based on the study that has been done, there are some suggestions offered by the writer. The following suggestions were offered to the teacher of SMA Srijaya Negara Palembang in teaching process and also to the students of SMA Srijaya Negara Palembang in learning process: first, the writer suggests that the English teacher should have many strategies in teaching English and also the varieties of materials in order to make the students interested in learning English. And the last for the students it's better for them to improve their reading comprehension and their vocabularies in order to help them in learning English.

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