

## PROMOTING STUDENTS' READING COMPREHENSION IN REPORT TEXT BY USING TABLEAU STRATEGY

By:

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**Abstract:** The aim of the study was to find whether tableau strategy was effective to improve the tenth grade students of SMA Negeri 1 Teluk Gelam or not. The selection of the study sample using purposive sampling so that there were 64 students taken. To collect the data, the reading test in the form of multiple choices was administered. Before giving the test, the test was tried out to non-sample students (class X.3) at SMA Negeri 1 Teluk Gelam in order to find the validity and reliability of the test. The data were analyzed using t-test after the data were considered normal and homogenous. The result of independent sample t-test showed that t-obtained (3.950) was higher than t-table (1.9990) and  $p_{\text{value}}$  (0.000) was less than  $\alpha_{\text{value}}$  (0.05), it showed that null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It meant that Tableau strategy was effective to improve the tenth-grade students' reading achievement at SMA Negeri 1 Teluk Gelam. In short, tableau strategy was useful to improve students' reading achievement because this strategy guided them to comprehend the reading texts given during the treatment by asking and answering the questions posed by their classmates.

**Keywords:** reading comprehension, tableau strategy, students' reading achievement

### INTRODUCTION

In learning language, there are four skills that should be mastered by students. There are listening, speaking, reading, and writing. One of the skills that should be required by the students is reading. According to Grabe and Stoller (2002, p.9). Reading is indeed very important in learning a foreign language. Through

reading, students are able to access information, much important knowledge and useful things widely spread in the word. In conclusion, someone can increase their knowledge by reading.

Reading cannot be separated from comprehension. Snow (2002, p.11) defines that reading comprehension is a complex activity that involves

interaction between the reader and the text. It shows that reading comprehension is a necessary way to know whether the reader understands or not with the written sources. It is a process which involves between the reader and the reading materials to get comprehension and meaning of the text. Furthermore, Richard and Renandya (2002, p.277) define that reading comprehension is the primary purpose in reading. It means the main goal of the reading activity is to comprehend the text. Readers will comprehend word by word, sentence by sentence, paragraph by paragraph, and finally will get a message in the text. In reading comprehension, the readers expect to understand the contents of the source to interpret the meaning. Reading comprehension is a level of understanding written sources with concentration to hold ideas.

Reading comprehension is not only determine whether the readers comprehend with the text or not, but also determine how far they can connect their prior knowledge, experiences and existing information in the text. To comprehend the text the students have to know to get a message from the text after reading it.

Before conducting the research, the writer did observations and he found that the students felt bored in learning reading because the teachers were not using media, and they also did not use interesting strategy, they only distributed the text and ask the students to answer the questions in the text. Then, most of the students still had difficulties in comprehending the text, they felt hard in getting topic, the main ideas and supporting details which are stated in the text. It is because they had limited

vocabularies as the important factors to understand English text. In line with these problems, Liamsakul (1998, p.2) defines that students have difficulty remembering vocabulary and understanding sentences because the texts use strange words and the sentences discussed use new topic that the students do not know before.

In addition, there are many problems with reading. The first, students were just passive learner, the second, students had no serious attention, and they found it hard to remember words failed.

There are some texts used in teaching English to tenth grade, one of them is report text. Report text is a text that describes the way things are with reference to a range of natural, man-made and social phenomena in our environment (Gerot and Wignel, 2004). In addition, the generic

structure of a report text includes two main parts, they are general classification and description. General classification describes the common subject of the report text, and description tells what the phenomenon under discussion; in terms of parts, qualities, habits or behaviors.

However, the students still have difficulty to learn report text because they fell confused to differ between general classification and description part in the text and they did not understand the tenses used.

Based on the problems above the teacher should have an appropriate strategy or ways of teaching reading so that it can improve the students' comprehension in reading the text. Related to reading strategy, the students should have effective reading strategies to gain

better reading comprehension. Tableau strategy is believed that can be used in teaching reading. By applying the tableau strategy, it will help the students to organize their thinking, to make the students are easy to get ideas, to increase students' motivation in the learning process of reading and to help the students develop their understanding of the reading text.

Many experts give definitions of Tableau Strategy. Philippot (2009, p.127) defines that Tableau strategy is a strategy that uses the student to visualize and explore both the text and the subtext of the text. In other words, tableau strategy is one strategy that can help students to visualize and explore what they get from the text including setting, scene, situation, character, relationships, and meaning. Tableau strategy can be an

appropriate strategy that can students used to show and talk to other students about the content of the text. According to Despirt (2007), Tableau strategy is a strategy that performs a drama that is motionless, actors begin their scene in motion but then freeze in position. Moreover, Sean and Layne (2014) add that Tableau strategy is a drama technique that supports comprehension in core subjects including reading, writing, and social studies. Active and collaborative, tableau requires students to truly engage with the content while becoming an effective partner in learning.

Based on the explanation above, it could be concluded that tableau strategy is a strategy that use students to visualize and explore both the text and subject of the text. They explore to visualize what they get,

they perform a dramatic motionless and freeze in position and Tableau strategy is the way to be easier understanding the text, growing the vocabulary, meaning the text where they directly visualize, explore, and perform what they get and understands so that they really know what the text means.

According to Philippot (2009, p.127), the steps of implementing Tableau strategy are as follows:

- a) Choose a text that is worth visually depicting phenomenon, animal, and tell about the novel, short story, or play with strong characters and weighty themes will work.
- b) Identify important event. The group in question feels that the scene.
- c) Review important detail. The students in the group have

identified three keys details necessary to convey the emotion of this scene.

- d) Collaborate to represent the scene/event. The students want to convey that suddenly, for the first time in the play. The group's challenge will be to focus on this idea.
- e) Ensure the audience understands the scene.

Meanwhile, Despiert (2007) gives addition to the implementation of the tableau strategy:

- 1) Students choose the main idea from their reading. Students practice the main idea with their movements for a minimum of 5 minutes before the presentation.
- 2) Once the groups are ready, the teacher will have students take their seats except for the presenting group.

- 3) The Presenting group will take a neutral position at the front of the class.

Audience members will close their eyes when instructed by the teacher. It is best to have music as an indicator when they are allowed to open their eyes. The music will calm the students and allow the presenting group a sound buffer as they get the position.

- 4) Once the presenter is in position, the teacher will turn off the music to tell students to open their eyes and watch the tableau presentation.
- 5) During the frozen scene, the student is allowed to touch one of the actors for them to talk in character specific to the scene. Sometimes one or two words will

be enough for students to conclude what the scene is about.

Sean and Layne, (2014, p. 2)

assume some benefits of using tableau strategy. They are as follows:

- 1) It allows the teacher to engage students with multiple learning styles.
- 2) It can serve as quick assessment students tool of students learning when they show what the students know as a frozen picture.
- 3) It can serve as a quick assessment tool students learning when students show what they know as the frozen picture.
- 4) It 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.

- 5) It works best in and supports a cooperative learning environment. create and express one powerful idea.

Based on those explanations, the aim of the research was to find out whether there was a significant difference in reading comprehension achievement between the students who are taught by using Tableau strategy and that of those who are not.

## **METHODOLOGY**

In conducting the study, the writer used quasi-experimental design. Its purpose a form of experimental research in which the research does not have control do different treatments. The design involved an experimental group and control group which both are given

pretest and posttest (Fraenkle and Wallen, 2006, p. 283).

The population of the study was all the tenth-grade students of the tenth-grade students of SMA Negeri 1 Teluk Gelam in the academic year 2015/2016. The total number of the tenth-grade students at SMA Negeri 1 Teluk Gelam was 196. From the population, there were only two classes were take as the samples, that were class X.4 and X.5. Since the sample is the subgroup of the target population that the researcher plan to study for generalizing about the target population (Creswell, 2012, p.142).

This study used purposive sampling method. The criteria for choosing the sample were; the students who had an average score in English subject report were around 60-70 and the students who were taught by the same English teacher. To choose the

experimental group and the control group, the flip of the coin was used. The head side was for the experimental group and the trill side was for the control group. In this study, the experimental group was class X. 4 and the control group was class X.5.

To collect the data, the written test was used in the form of multiple choices that consisted of 50 questions. To see whether the test was valid and reliable or not, the test was tried out to non-sample students that was class X.3 at SMA Negeri 1 Teluk Gelam. After trying out, the results of the desirable questions were used as pretest and posttest which were given to the experimental and control groups. The test was given in different time, the first meeting was pretest where the students were tested before given the treatment, then the

last meeting was posttest where the students were tested after a given treatment.

Further, in this study, content validity was used. According to Krishnaswamy (2009, p.265), content validity is the extent to which the instrument provides adequate coverage of the topic under study. Table of test specification which was based on the English syllabus was also used to check the content validity. Flesh Kincaid method was used to find out the readability of the text, and index of the difficulty (IDIF) was used to check the desirable questions. Then, the test was also checked the reliability. Shane (2011, p.13) defines that reliability, as used in the context of assessment, refers to the consistency of results/scores. In this study, the internal consistency reliability was estimated. Rubin and



Babbie (2009, p.83) state that internal consistency is the degree to which scores among scale items, or scales among subsets of items, correlate with each other. Its coefficient was checked by using the Kuder-Richardson. The data from the test were firstly analyzed in terms of its normality and homogeneity. If the data had been normal and homogenous, the data were analyzed by using t-test. To calculate the data, SPSS version 16 was used.

## **RESULTS AND DISCUSSION**

Based on the results of sample the statistic in the experimental group, it was found that t-obtained (10.266) was higher than critical value of t-table (2.0395) and **Pvalue**(0.000) was less than  **$\alpha$ value** (0.05). It means that there was a progress on students' reading achievement before and after

the treatment. It meant that students who were taught using Tableau strategy could improve their reading comprehension achievement. The students who were taught by using Tableau strategy had improvement because this strategy directly explore to visualize and explore the content of the text and subject of the text. They performed a dramatic motionless and freeze in position.

Based on the result of paired sample statistics in the control group, it was found that t-obtained (2.144) was higher than t-table (2.0395) and **Pvalue**(0.043) was lower than  **$\alpha$ value** (0.05). It meant that there was a progress on students' reading achievement in the control group. It was happened because the teacher who taught in the control group usually explained the meaning of the text word by words, therefore, the

students could understand the text and could answer the questions of the text.

Based on the independent sample t-test, it was found that the mean difference between experimental and control groups was 12.844 at the significant level  $p < 0.05$  in two tailed testing with df was 62, t-obtained was 3.950, and the critical value of t-table was 1.9990. Since t-obtained (3.950) was higher than t-table (1.9990) and  $P_{value}$  (0.000) was less than  $\alpha_{value}$  (0.05). It meant that there was significant difference in reading achievement between the students who were taught using Tableau Strategy and that of those who were not. The students who were taught by using Tableau strategy guided the students to comprehend the text with some step, such as students were divided into three or

four groups after that they got the text in each group, then in five or ten minutes students prepared and performed in front of the students. Finally, the students should had key important words, like parts of body, the characteristics of thing as what they had got from the text. Moreover, the result of this study was in lined with the research conducted by Sean and Layne (2014) who stated that Tableau strategy is a dram technique that support comprehension in core subjects including reading, writing, and social studies and requires students to truly engage with the content while becoming an effective partner in learning. In short, Tableau strategy was good to be used to improve students' reading comprehension achievement.

## CONCLUSION

Based on analysis both of students' score in experimental group and control group, it can be concluded that there was a significant difference in students' reading achievement between the students who were taught by using Tableau strategy and that of those who were not. Tableau strategy could improve students' reading achievement especially reading report texts to the tenth grade students of SMA Negeri 1 Teluk Gelam. The result of independent sample t-test showed that t-obtained was higher than t-table and was less than. It could be concluded that there was a significant difference in reading achievement between the students who were taught using Tableau strategy and that of those who were not.

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