

USING TABLEAU TECHNIQUE TO IMPROVE STUDENTS' PLOT SUMMARY WRITING ACHIEVEMENT

Desi Tiara

STBA Methodist Palembang

desitiara0128@gmail.com

ABSTRACT: The use of Tableau technique in drama class as one of the performance arts has been utilized in recent years. Tableau technique is a kind of technique that allows students to visualize and interpret text in a dramatic pose. The aim of this study was to find out whether or not the use of Tableau technique could improve the students' writing achievement, especially in writing plot summary. One group time series design was applied in this study. Thirty students of STBA Methodist Palembang were selected as the participants of this study. The data were collected by using a one-item writing test and were analyzed by using paired sample t-test. The finding of this study showed that the students gained better improvement in their plot summary writing achievement (mean diff=2.267, p=0.000) after using Tableau technique. In conclusion, Tableau technique not only could be applied as one of the performance arts in drama class, but also could be used to improve the students' plot summary writing achievement.

Keywords: *Tableau technique, plot summary.*

PENGGUNAAN TEKNIK *TABLEAU* UNTUK MENINGKATKAN HASIL PENULISAN RINGKASAN ALUR CERITA

ABSTRAK: Penggunaan teknik *Tableau* didalam kelas drama sebagai salah satu teknik seni pentas telah diterapkan selama bertahun-tahun. Teknik *Tableau* ini adalah suatu teknik yang mengarahkan siswa untuk menghidupkan dan memaknai suatu teks dalam bentuk pose yang dramatis. Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik *Tableau* dapat meningkatkan hasil penulisan siswa, khususnya ringkasan alur cerita. Penelitian ini menggunakan metode *time series* dengan satu grup penelitian yaitu satu grup eksperimental saja. Tiga puluh siswa STBA Methodist dilibatkan menjadi partisipan penelitian ini. Data dikumpulkan berdasarkan hasil tes tertulis siswa dan dianalisa menggunakan *paired sample t-test*. Hasil penelitian menunjukkan bahwa adanya peningkatan hasil penulisan ringkasan alur cerita siswa (*mean diff*=2.267, *p*=0.000). Dengan demikian, dapat disimpulkan bahwa penggunaan teknik *Tableau* bukan hanya dapat diterapkan sebagai teknik seni peran saja, tetapi teknik *Tableau* ini juga dapat digunakan untuk meningkatkan hasil penulisan siswa khususnya ringkasan alur cerita.

Kata Kunci: *Teknik Tableau, ringkasan alur cerita.*

INTRODUCTION

Performance arts in teaching drama have been applied in recent years and naturally carried out as a whole package. Performance arts provide students a spot to appreciate the literary works based on their understanding and interpretation. Performing the drama based on the script leads the students visualize the text and shows how deep the students interpret the drama.

Miscellaneous techniques of performance arts may be utilized in drama or other literary works, but one of them is Tableau technique that is mentioned as a part of visual symbol dimensions which is performance art (Purves, et.al., 1990). Additionally, Purves, Roger and Soter (1990) define that visual symbol is interpretative strategy which involves learners in creating symbols, pictures, and other non-linguistic signs to signify ideas generated through reading.

Flood, Heath and Lapp (2015) define Tableau as living scenes derived from a French term often used for a drama technique that asks students to strike and hold poses to represent anything from a scene. Furthermore, Fay and Whaley (2004) point out that it is a form of drama wherein the actors

are frozen in place to create a dramatic scene. Moreover, Tableau has been found to be an energizing and effective way to stimulate new understandings in a variety of content area (Flood, et.al., 2015).

According to Dowdy and Kaplan (2011, p. 194), "Tableau is a frozen frame, like a picture, that represents a moment in time exactly like playing "statues" so that others can read the scene". In addition, Tableau can enlighten the students get more knowledge and experience by offering such a practical learning activity. In teaching literature such as drama, the students are supposed to analyze some elements of literary works like character, setting, conflict, plot and theme (Rohrberger & Woods, 1971). Furthermore, those elements can be supported by the use of Tableau technique, for instance in analyzing and writing plot summary as stated by Shetron and Lussier (2017) that it can help the students physically recreate 'frozen statues' of a literary event from their reading.

Plot is a literary element that describes the structure of a story. It shows a causal arrangement of events and actions within a story. According to DiYanni (1990, p. 28), "plot is the

sequence of unfolding action, and structure is the design or form of the completed action.” It consists of five stages: exposition, rising action, climax, falling action, and resolution. Meanwhile, plot summary is an activity that expects the students to summarize the five stages of plot in sequence. Fay and Whaley (2004, p. 115) add, “effective Tableaux show the entire story or a pivotal moment in the subject or event being depicted. Thus, the performance of students’ plot summary writing can be well guided by the use of Tableau technique.

Tindall (2012) points out that Tableau technique offers some benefits for instance Tableau does not require as much time and effort. Otherwise, it is non time consuming technique to apply in the class. In other words, the students do not have to perform the whole drama since only the main points are posed. Furthermore, the use of some properties, costumes, and tools are fewer needed as the students only focuss on capturing poses the main points based on the five stages of plot. Another benefit in the application of Tableau technique, the students do not stuck on the acting on a stage. In other words, the process can be taken or performed in any place and the

Tableaux they pose can be captured by photo or video with or without direct audience watching their performance.

Additionally, Fleming and Stevens (2014) state that Tableau is one of the most common conventions used because it is so controlled. The technique also has other advantages: students are encouraged to think about the way meaning is conveyed through gesture and expression, it can be a useful way of depicting scenes which would otherwise be too difficult or sensitive to act; it slows the drama down and prevents the superficial onward rush of plot which tends to inhibit thinking (Fleming & Stevens, 2014).

METHODOLOGY

This study applied one group time series design. There were 22 meetings altogether; the teaching and learning activities were conducted in 14 meetings and 8 meetings were conducted for the tests. This study used a total sampling technique which is one type of sampling technique where the number of samples equal to the population (Sugiyono, 2012). The participants of this study were English Literature students of STBA Methodist Palembang from morning and evening

classes with the total number of thirty students (nine males and twenty one females).

During the treatments, the students were given some drama scripts and asked to read and discuss the scripts. The drama scripts selected were one act dramas or short dramas. There were several things that had to be done by the students after reading and analyzing the script. First, they wrote a plot summary of the drama script given. Next, they posed or performed Tableaux based on the plot summary written. At last, they wrote another plot summary based on the Tableaux they had posed. During this process, the researcher's role was a facilitator, motivator, and evaluator. The researcher gave some feedbacks about students' writing and picked some Tableaux that were selected in writing test.

Furthermore, the researcher administered a one-item-direction writing test to the students in every two meetings in order to measure their plot summary writing progress.

The data of this study were collected from the results of plot summary writing pre-test and post-test. The students were asked to analyze plot stages (exposition, rising action, climax,

falling action, and resolution) in sequence.

Meanwhile, there were 6 writing tests after 2 treatments which were used to find out the patterns in the data overtime after treatments or the significant difference after 2 interventions. At the end of the experiment, the researcher conducted post-test to measure the improvement of the students' ability in writing a plot summary. In the post-test, the students were asked to write a plot summary with the same drama as the pre-test.

FINDING AND DISCUSSION

Plot Summary Writing Achievement during Treatments

During the study, the students were given some writing tests. Chart 1 presents the results of the tests during the treatments.

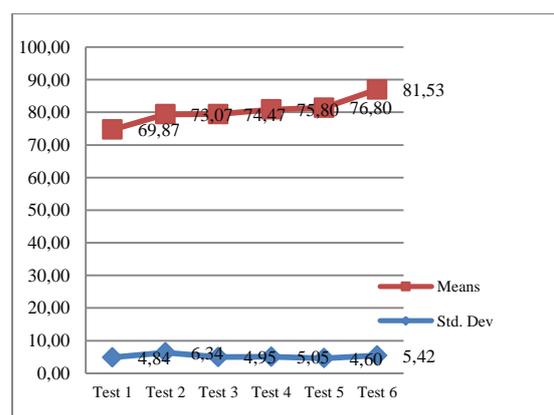


Chart 1. Plot Summary Writing Achievement during Treatments

As shown in Chart 1, there were improvements in the students' scores during the treatments.

Meanwhile, paired sample t-test was applied to find out the significant difference of plot summary writing achievement during the treatments. The result showed that there were significant differences among the 6 series of tests during treatments. The result is shown Table 1.

Table 1. The Result of Paired Sample t-test of Plot Summary Writing Achievement during the Treatments

Achievement	Test	Mean Difference	Df	Sig. (2-tailed)
Plot Summary Writing	1	3.20	29	.004
	2			
	1	4.60	29	.000
	3			
	1	5.93	29	.000
	4			
	1	6.93	29	.000
	5			
	1	11.67	29	.000
	6			
	2	1.40	29	.027
	3			
	2	2.73	29	.001
	4			
	2	-3.73	29	.000
	5			
	2	-8.47	29	.000
	6			
	3	-1.33	29	.004
	4			
	3	-2.33	29	.000
	5			
	3	-7.07	29	.000
	6			
	4	-1.00	29	.045
	5			
	4	-5.73	29	.000
	6			
	5	-4.73	29	.000
	6			

Based on the results of the paired sample t-test, all paired series of tests had significant difference, with the level

of significance (Sig. 2-tailed) that was lower than 0.05 (Sig. 2-tailed $< \alpha$ 0.05).

Students' Plot Summary Writing Achievement between before and after the Treatment

Based on the result of the tests, it was known that in the plot summary pretest, the lowest score was 55, the highest score was 81, the mean was 70,80 and the standard deviation was 7,00. Meanwhile, in the post test, the lowest score was 59, the highest score was 83, the mean was 73,07 and the standard deviation was 5,86 as shown in Table 2.

Table 2. The Result of Plot Summary Writing Achievement between before and after the Treatment

Variable	Score Interval	Level Category	Pre - Test		Post - Test	
			Mean	SD	Mean	SD
Plot Summary Writing Achievement	86 - 100	Very Good	70,80	7,00	73,07	5,86
	71 - 85	Good				
	56 - 70	Average				
	41 - 55	Poor				
	≤40	Very Poor				

Furthermore, the percentage of pre and post-tests of plot summary writing achievement could be described as follows. In the pre-test, there was 1 student (3%) categorized as poor with the mean score 55.00, 12 students (40%) categorized as average with the mean score 64.75, and 17 students (57%) categorized as good with the mean score 76.00. Meanwhile, in the

post-test, there were 8 students (27%) categorized as average with the mean score 65.62 and 22 students (73%) categorized as good with the mean score 75.77.

Paired Sample t-test for Plot Writing Achievement

To find out whether there were significant differences in the aspects of plot summary writing between before and after the treatment, paired sample t-test was applied (see Table 3). In terms of plot summary writing aspects, value of focus on prompt was at the significance level of 0.000 with mean difference 1.87 (21%) followed by narrative elements that was at the significance level 0.000 with mean difference 2.10 (23%), organization was at the significance level 0.000 with mean difference 2.17 (24%), word choice was at the significance level of 0.000 with mean difference 1.43 (16%), and writing conventions was at the significance level 0.000 with mean difference 1.50 (16%).

Table 3. The Result of Paired Sample t-test Plot Summary Writing Achievement (TotalAspects)

VARIABLES	MEAN PRE	MEAN POST	MEAN DIFFERENCE	t-obtained	Sig. (2-tailed)
Plot Summary Writing Achievement (total)	70.80	73.07	2.27	4.78	.000
a. Focus on Prompt	20.77	22.63	1.87	8.16	.000
b. Narrative Elements	21.70	23.80	2.10	6.23	.000
c. Organization	22.47	24.63	2.17	5.48	.000
d. Word Choice	20.93	22.37	1.43	4.01	.000
e. Writing	20.37	21.87	1.50	5.55	.000

Conventions

According to the table above, the significant development in organization aspect (24%) and narrative elements (23%) indicated that the students tend to focus on the five stages of plot writing more than word choice (16%) like sensory details, imagery and figurative language and writing conventions (16%) like grammar, mechanics and usage. It was caused that the students were guided to identify the plot stages of the drama as what they had analyzed and they wrote their plot summary based on the Tableaux they had posed.

CONCLUSION

The results of this study showed that there was significant difference in the students' plot summary writing achievement among before, during and after treatment by using Tableau technique. It was found that there were some plausible reasons in which Tableau technique could improve students' plot summary writing achievement. There was significantly improvement in students' plot summary writing achievement after Tableau technique was implemented, the students had already made improvement in writing a plot summary of a drama. The summary written by the students

had been relevant to the sequence of the plot stages. The ideas were also clearly stated and the sentences were organized well.

In other words, Tableau technique is an alternative technique in teaching literary works in this study that is drama. Therefore, Tableau technique not only can be applied as a performance art, but also highlighted as a well guided technique in analyzing and summarizing plot in sequence.

Referring to the results of the study, the researcher offers some suggestions to be considered by English teachers, it is suggested to apply Tableau technique as an alternative technique in teaching other literary works and in teaching English especially in writing. Applying Tableau technique in teaching and learning process can be more fruitful and attractive for the students in performing a drama and in writing plot summary since they were involved in the process of posing the Tableaux and taking the photo by themselves. Moreover, they could freely express themselves and improve plot summary writing achievement as well. However, the teacher should consider to choose another way of documenting the Tableaux that can be using video rather than photos in order to stimulate more

imagination and visualization of the students.

For the students, it is expected to perform the Tableaux accurately and appropriately based on the expressions described in the drama script. Thus, it can promote their own creative products after the class.

For other researchers, it is suggested to carry out another research on other literary works such as prose and poetry, and on other language skills for instance listening, reading and speaking. Thus, to conduct the research more than 22 meetings is preferred since the problem may vary. Finally, the most important point is the researcher should pay attention to all aspects of plot summary writing before the technique is applied, so all of the aspects can be improved.

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