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STUDENTS' PERCEPTION OF TABLEAU IN EFL CLASSROOM

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Abstract
This is the qualitative study that examines the students' perception of benefits and concerns of tableau used in EFL classroom. Tableau actually is one of the process drama techniques which allows the students to create a living picture using their body, gesture, and facial expression. Tableau is theoretically useful for students to be engaged in reading because it offers all reading strategies. However, there has been few available studies regarding to tableau, especially in EFL classroom context. It was then compelling for conducting the study of how students perceive of their experience in doing tableau in their classroom. The participants were 25 students in one of the EFL classroom in Indonesia. These participants were engaged in doing tableau for three-time meetings. After they experienced doing tableau in their classroom, they were asked to write a reflective journal to know their perceptions in regards to the benefits and concerns of tableau. Moreover, four participants were interviewed to get deeper understanding of their perceptions of tableau. The results from reflective journals and interviews revealed that the students perceived several benefits after doing tableau, such as it help them create sensory images, gain more vocabulary knowledge, deepen characters feeling, learn the text collaboratively, provided an alternative learning; and created a fun atmosphere in the classroom. However, they also perceived several concerns about tableau, such as it takes much time, some ineffective groupworks still happens, and they also reported that they found some students misinterpreted the text in tableau.

Keywords: Tableau, process drama technique, students' perception, EFL classroom

Introduction
Reading has been the major concern for Indonesian students for over a decade. Recent studies reveal that reading achievement of Indonesian students is very low. It was shown from the annual reports made by International Association for Evaluation of Educational Achievement (IEA). IEA has been conducting the Progress in International Reading Literacy Study (PIRLS) for every 5 years since 2001 to examine the students' progress of reading achievement among the international participating countries. The fact is found in the study that Indonesian students' average score of reading has not even reached its center point in the study of PIRLS in 2006 as well as in 2011. The study revealed that among the 45

participating countries in total, Indonesia was ranked at the bottom of 4 in 2006 annual report. This rank number has not moved ever since because the report in 2011 showed that we also ranked at the bottom of 4. This indicates that Indonesian students have less ability to read and to understand the information contained in the reading material to other students in the other countries of the worldwide. In other words, Indonesian students are still left behind because they are still at the bottom part of the whole population in the world.

It is very unfortunate to discover this kind of information that Indonesian students showed low reading comprehension skills, considering the fact that is stated by the Law of The Republic of Indonesia number 20 Article 4 of 2003 concerning that education is executed to bring about the culture of reading, writing, and counting for all citizens. In regards to reading, the above elaborated facts have seemed to contribute much to say that Indonesian education has not been able to carry out what the law said. Although recent Human Development Report (2013) said that 92,6% out of a total 244.8 millions of population in Indonesia have known how to read, but it does not stop right there. Nowadays, it should be known that the most part of reading is not only know how to read but it goes beyond that boarder. Reading itself is associated with the process to construct meaning from the students' interactions with the written language text that allows them to bring their existing knowledge, and the context of reading situation (Harste, 1989). Kirana (2005) also mentioned in her study that the process of reading is involving the brain function, and mastering this skill is not easy to do. Thus, teachers need to put some extra efforts to teach students more than just to know how to read.

Nowadays students need to use reading as a way to learn about the world and to prepare them for the future (Tompkins, 2006). As Freire (1987) also emphasizes that words express the essential of the world, understanding the words then eventually forces students to work with the world. Additionally, it is generally known that reading can have great impact on students' life, as a proverb says that reading is a window to the world. It is very important to take note that the students who have good ability to interact with the reading are those who have better chance to be successful in the social, economic, and civic life (Clark & Akerman, 2006).

In addition to the importance of reading in the first language, reading in the second language as in English is even more important nowadays. In the case of Indonesia, especially, students have already worked with English written text for over 6 years in elementary school, the other 3 years in junior high school, and the next 3 years in senior high school.

There are a lot of benefits for Indonesian students to learn English. One of them is because English has now become an international language that the people from all over the world use to understand each other. Simultaneously, there are millions of information contains in the sources and books that global people wrote in English. These written sources and books are even more up-to-date than what students can find in Indonesian written sources and books. Venita's et al. state (2010) that books written in Bahasa Indonesia are only found 5000 items published per year, whereas books written in English are published approximately 100.000 items every year. Thus, it is essential for students, especially whose native language

is not English, to comprehend the English reading materials so that they can get broad access to more references of book in the global area with more updated information or sources from those new published books written in English. Reading has been the major concern for Indonesian students for over a decade. Recent studies reveal that reading achievement of Indonesian students is very low. It was shown from the annual reports made by International Association for Evaluation of Educational Achievement (IEA). IEA has been conducting the Progress in International Reading Literacy Study (PIRLS) for every 5 years since 2001 to examine the students' progress of reading achievement among the international participating countries. The fact is found in the study that Indonesian students' average score of reading has not even reached its center point in the study of PIRLS in 2006 as well as in 2011. The study revealed that among the 45 participating countries in total, Indonesia was ranked at the bottom of 4 in 2006 annual report. This rank number has not moved ever since because the report in 2011 showed that we also ranked at the bottom of 4. This indicates that Indonesian students have less ability to read and to understand the information contained in the reading material to those in the other countries. In other words, Indonesian students are still left behind because they are still at the bottom part of the whole population in the world.

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However, there are some challenges why teaching English to Indonesian students, especially in teaching reading of English, is harder than ones can expect. It is particularly because reading, somewhat, does not meet students' interests. Recent study proved that most EFL students in Indonesia do not show a good reading habit and motivation towards English reading practices (Iftanti, 2012). It is found in her study that partly it is because not many of them view reading English as pleasure, instead most of them see reading English as an assignment which is associated with a burden. Therefore, teachers need to come up with a way to give students experiences in reading activity in an interesting way so that they are motivated to learn. Likewise, Dewey (1983) emphasizes that "students may lose the desire to learn because of the way in which they experience learning".

As Kabilan and Kamaruddin (2010) have previously mentioned that to make students interested to learn the content of the text, the teachers need to provide the experimental learning situation to the students so that they are motivated to learn. Likewise, Snow (2002) suggested that teachers should use various ways to put the context to create the reading experience so that the students can construct the meaning by their interaction to the text. Subsequently, teachers need to give various strategies that meet students' interest in reading so that they can grab more information to enhance their knowledge.

To that matter, more researchers are now paying more attention to use the art of process drama as one of the alternative strategies and techniques to experience reading (Rose et al., 2000). In correspondence to that, Guerrero (2010) stated the following:

Process drama, unlike choral reading, questions strategies and othe direct reading instruction activities, allow students to begin with their own understanding of a text or a theme or questions related to a text, and build on a text from own experiences or the experiences of others, and work with it in real life terms, taking action to manipulate the meaning. (p. 6)

Moreover, drama and theater can be a tool to make the students learn a lot of things integrated. It is not only to improve speaking skill, but also to improve other skills, such as listening, writing, and reading skills. Similarly, Sun (2003) suggested

that drama and theater allow students to learn integrated from "developing their decoding knowledge, fluency, vocabulary, syntactic knowledge, discourse knowledge, and metacognitive knowledge to comprehension of extended texts, drama and theatre in many ways educate children as a whole" (p. 5).

Micolli (2003) also argued that through process drama students can increase their English proficiency level, learn more collaboratively with others, and increase their self-confidence. If they have high self-confidence to work with others, the filter to improve English language skills would decrease. Furthermore, Porter (1989) also emphasized that drama activities can be an effective tool for students in order to experience the use of language, to involve the context of real situation into the learning, and to improve their interpersonal skill. Above all of the advantages of drama to be used in English language classroom context, the more important aspect on improving reading comprehension was examined by Bell (1991). She argued that when students read such a reading material/text, they actually catch an image or visualization to what they have read in the text. From Bell's study, then, Rose et al. (2000) conducted another study to see whether drama can be such a tool to support the students' comprehension in reading. They discussed that in drama the students will be able to act out so that they can create the visualization of the text that they have read. Thus, drama would be effectively used to create reading experiences for the students.

Regarding to those benefits on reading, there is one process drama technique that uses not only one direct instruction of reading, but also allows students to have "a space and place to interpret and talk about text" they read (Guerrero, 2010), that is called tableau. This process drama technique allows students to create a scene as a response of their understanding of the text they read. In tableau, students freeze in a position to create a living picture of certain moment in the text (Kelner & Flynn, 2006).

It is very interesting to know that tableau is a non-verbal activity, but can actually help students in the language classrooms. As Afflerbach (2004) stated that tableau can be one of strategies to assess reading comprehension and to promote students' higher-order reading comprehension such analysis, synthesis, and evaluation.

Kundin & Meath (2009) also reported that teachers who have been using tableau in their classroom percieve that this technique impacted the students' progress in several ways, such as "improved focus, improved ability to recognized the beginning, middle and end of a story, improved writing and vocabulary, and improved confidence" (p. 3). In their study, tableau is seen as a tool to improve students in the above mentioned progress. Although teachers perceived that doing tableau give a lot of benefits for their students, but teachers also perceived that tableau concerned them in the time and scheduling (Kundin & Meath, 2009). They reported that time management is the challenge for using tableau in the classroom because it requires much time.

However, in regards to Kundin & Meath's study, they only focus to the teachers' perception of benefits and concerns of tableau. In the real classroom, the students their selves experience the use of tableau. Therefore, it is essential to see how students perceive it. This present study, then, brings the students' perception

towards tableau to see how students perceive the benefits and concerns about it and to bring some recommendation to use it for better learning activity in EFL classroom. Moreover, this present study used literary text in doing tableau. It is believed that literary text provides the students with real world experiences and an authentic targeted language so that it will be useful for EFL learners in learning new language (Pardede, 2010).

Method

The study was organized using a qualitative approach. The data will be gathered and examined thoroughly and compared using the existing theories. It is an interpretative study to see students' perception towards the benefits and concerns of tableau. Therefore, in this study, the data analysis will be in form of descriptive data.

Participants and Instruments

The participants of this present study were twenty-five ninth grade students majoring in social science. In Indonesia high school context, there are three majors which students can choose: science, social science, and language. These participants were asked to write a reflective journal after the tableau was implemented for 3 times meeting. Furthermore, four participants were asked to be interviewed to support data from their journal. Those four interviewees were the participants who showed 100% participation in all 3 meeting of tableau implementation.

There were 2 main tools used to gather the data collection in this study, reflective journal and interview. Reflective journal was collected through students' reflection to see the students' perception toward the benefits and concerns of using tableau in the classroom. Several questions as the guideline were adopted from Guerrerro (2010):

1. What values did you find in the drama activities during the class?
2. What did you like about the drama activities during the class?
3. What did you dislike about the drama activities during the class?

The other data collection was gathered through interview. The interview was transcribed using audio recording device. This was done to get deep understanding of how students' view of tableau used in reading literary text in the classroom. The questions that were asked during the interview session were designed for a semi-structured interview using several open-ended questions.

Research procedures

The data was gathered after the tableau was implemented for three meetings. Before the data collection, the participants were involved to experience reading English literary text through tableau. The class was taught by a pre-service English teacher during her two-month teaching practicum. The home-room teacher let the pre-service teacher implement tableau as she's more knowledgeable about this technique. The pre-service teacher also became a teacher researcher. This experience of tableau will be the stimuli to their own perception (Rookes & Willson, 2000). The teacher entered the class to give students experiences of doing tableau for 3 times meeting. The time allocation for each meeting was 90 minutes. In the last meeting, the teacher asked the students to write reflective journals. Students

were given approximately 15 minutes to write and complete the reflective journals after the session ended. Several students who did not attend the class in this last meeting were asked to submit their reflective journals at the end of the school hour. At this point, there were 25 reflective journals collected from all the participants. However, for the sake of the reliability of the data analysis, only 14 reflective journals were analyzed. The next day, 4 students were picked to do the individual interview. The interviews were done on the following day because the students were not available after the last sessions. After all the instruments had been gathered, analyzing the data collections were then prior to be accomplished.

Findings and Discussion

Students' perception of tableau

1. Students' perceived benefits of tableau
   a. Tableau helps creating sensory images

   From the students' reflective journals and the interview, it was found that most of the students in the classroom perceive that they understand the literary text better by doing tableau. It was reported that by creating tableau they can visualize and imagine the situation from the text. One of the students, even, said that he can "see the plot of the drama" from the performances of tableau. The evidence of this phenomenon can be seen in the following excerpts in reflective journal

P6	:	Tableau can help us to **understanding more because from the performance**, we can **directly see the plot** of the drama	(R6)
P9	:	**I get the story** from my friends **gesture** ...	(R9)
P13	:	While reading, we should **imagine the situation** is by doing the performance.	(R13)
P15	:	In the group, when we get our part we try to **imagine the situation** in my group so we can **know what to do while performing**	(R15)
P20	:	**Understanding by imagine**, try **to read with imagination**	(R20)
P21	:	I really **understand the text** by using **some performance**	(R21)
P10	:	I like it because it's really helpful for me to understand the text more because it's **describe visually** about the **situation in the text**	(R35)

In the excerpts shown above from the reflective jornal, the students viewed tableau as beneficial for them because they perceived that they can get more understanding by acting out in tableau. As Kelner & Flynn (2006) emphasized that creating a tableau involves students in all reading comprehension strategies. One of the reading comprehension strategies mentioned is by developing the sensory images stored in their mind. By creating sensory images, they can make the pictures in their mind and acted out the picture in

their mind through their body, facial expression, and gesture (Kelner & Flynn, 2006). Thus they could comprehend the text better by this reading strategy that is exposed in tableau.

To get deeper understanding about this phenomenon, the investigation was sharpened through the interview. Starting out, P14's opinion about the use of tableau in the classroom. Here is what P14 thought about tableau.

P14 :Bagus bu. Dengan tekhnik ini, kita bisa lebih fokus dalam memahami teks tersebut kita bisa lebih faham, baik dg hanya menonton teman-teman yang sedang perform or kita sendiri yg perform. Teknik ini mengharuskan kita untuk tetap fokus walaupun lagi santai (I3)
Good, Ms. with this technique. We can be more focused in understanding the text through either watching our friends or performing it ourselves. This technique forces us to be more focused even though we're just relaxing.

In excerpt I3, P14 perceived that tableau as a useful technique to understand more about the text she read by watching the other's performance as well as her acting out. Moreover, P23 also indicated the similar response as what P14 said. His response was:

P23 :Waw great ibu, itu bagus metode yg sangat bagus untuk mempermudah anak-anak untuk mengerti bacaan. .....
Masalahnya mayoritas orang indonesia ni visual bu. Jadi kalo pake metode itu lebih efektif. (I4)
Wow great Ms. That is a good method, a really good method to understand the text easier…. most of Indonesian people are visual learner, Ms. So this method is more effective.

In his opinion, he thought that this method of teaching is "great" and it can benefit him to understand the text easier. He viewed tableau as an effective method in reading instruction. As to response to his eagerness in showing his opinion, I asked follow-up question to him as to challenge him whether he understand and still remember what the last literary text he read and to give response to inform of tableau in the classroom. Amazingly, he remembered it clearly. He could summarize it orally using Bahasa Indonesia. When I asked what advantages of using tableau that made him remember the text, his reply is in the following excerpt I12:

P23 : Okta **ingat orang yang mraktekin (mempraktekkan)** bu tapi kalo disuruh nulis ulang cara benernya gak bisa bu. Kalo di**bikin drama gak bakal lupa sama pemainnya**. Sama kayak ingat sama pemain bola bu. Karena **ada teman saya bermain drama**, jadi **kalo mau inget cerita nya** (I12)

tinggal ingat teman saya aja bu. ingat wjahnya inget teks nya.

*Okta **remember the people who performed**, Ms. But if you ask me to rewrite (the story), I cannot do that, Ms. **If we made it in form of drama we will not forget about the actors** (who played in the character).The same as remembering football players, Ms. Because my friend was perfroming, so **if I want to recall the story I just recall my friends in my mind**, Ms. **If I remeber the face, I will remember the text.***

He perceived that by doing this process drama as in tableau he can easily remember the plot of the story by keeping the image of his friends' who played in a role and recall it easily. By performing the tableau it helps the students to visualize the text. The performance of the text can be more memorable, thus it sticks in their brain longer. As Rose et al. (2000) reported in their study about imagery-based learning that "if reading instruction can be made less dependent on memory of text and focus instead on visual images described in the story, then the readers are likely to store, retain, and recall more about what they read" (p. 57). Thus, doing tableau does not only make the students understand about the text but also make them remember the story longer, than when they just read the text.

b. Tableau benefits vocabulary learning

Several students perceived that by doing tableau, the students gained more vocabulary words from the literary text they read. It was seen mostly from the reflective journal written by the students:

P3	:	We can know and we can **add new vocabs**.	(R3)
P5	:	**... Vocab** and easy way to understanding the text	(R5)
P10	:	I **learned about new vocabularies**, 'den', 'chased', 'cubs', etc	(R10)
P14		... Also we can know and we can **add new vocabs**.	(R14)
P25	:	Tableau actually could make me jump from struggles of these text, because **when we read the text we face some difficulties in vocab. By doing tableau it helps more**	(R25)

One of the ways to improve literacy development is to gain more vocabulary. Indonesian students are considered an EFL learners and thus need more exposure to English vocabulary (Chandraningrum, 2008). By introducing more and more new words to the students, it will help them to improve their English language skill. It is mainly because learning new vocabulary words is essential for learning new language. The more the students gain new words,

the more they can understand what they read and hear in the language they currently learn. In here, the students view tableau as a medium to gain more vocabulary in English. One student, P23, also stated that tableau can help him in understanding the text that he felt difficult.

Additionally, when P23 was asked in the interview her perception about tableau as she already experienced in the class, she replied:

P23 : Meski terkadang **banyak vocab atau kalimat yang tidak dimengerti** akhirnya dapat **mengerti dan ingat di kepala bertahan lama** (I20)
*Eventhough sometimes **too many unknow vocabulary items** I found in the text, **but eventually I can understand and remember it in my memory for long-term.***

She affirmed that using tableau can help her gain and remember more vocabulary in her head. This was also explained by Bruce (2010) from her study that using physical action like movement can force the students to develop vocabulary knowledge because the students can express the feeling and the meaning of the words they acted out. Thus, finding more vocabulary words on the texts that were introduced in this tableau activity was beneficial for them, but to remember them and to actually act it out will be more beneficial to stay longer in their heads. When the students can create the atmosphere of fun to learn about the words and to play with it, they can easily learn it (Bruce, 2010). There will be explained later that some students also perceived doing tableau as fun learning, and thus they were also able to recall or to remember their new vocabulary knowledge because they were engaged in the learning (Bruce, 2010)

c. Tableau helps deepen character's feeling

In tableau activity, students got chances to become others. Several students perceived that they can feel characters' feeling they acted out in their role by doing tableau. This was shown from the following:

P5 : I like about the way our **character feeling** in the drama (R29)

P24 : It's asked us to **become others not our own self**. So, it's please us to **feel what others feel** (R24)

Working with drama, including tableau, provides students with a lot of meaning making in character roles (Domat, 2012). In making frozen poses, they put their selves into the characters they play. According to Domat (2012), students who put their selves into the role of the character in the text have chances to soak into the story world in the text they read. Thus, they are able to feel what the character in the stroy world they entered in the text. This is in line with what the students perceived when they become the character in

tableau scenes. They perceived that tableau can make them feel the character they play as a response of what they readi in literary text.

This findings was supported by Cramer et al. (2007), emphasized that reader experiences the characters feeling and action in the text. They were engaged mentally with the text. This was the benefit from tableau in reading literary text. Appart from their understanding in the literary text, the more important thing to learn is see and feel different insight and to connect it into the real world. Kamarudin & Kabilan (2010) suggested that:

> Instead of just reading or discussing a character, they now literally stepped into character's shoes , felt and became the character based on their own interpretation and evaluation (of characters). Also, instead of just trying to figure out a scene, they stepped inside and influenced the scene with their characters in the active experimentation and concrete experience phases and (re)considered its meanings and their shifting understanding during the reflective observation phase.

There found the sense of this process drama in tableau where students perceive that they can develop emphaty towards the characters they played as one of the benefits. Here are the examples of the students' view as one of the benefits of tableau in the classroom:

P4 : We learn about how to feel the other feeling, **if we become the people, who suffer in the text.** (R4)

P23 : We can act and share our feeling as a real mom (**how if in the future we are becoming a mother**)... (R48)

In the excerpts above shown the students' perception of how they can feel the character's feeling in the role they got from doing tableau. They stated that they can see things from other's perspective as they put themselves into the characters they play. P4 explained that she can feel the character she acted out as a response from the text she read. In line with Guerrero's (2010) statement that the essential of process drama in tableau forces the students to work with other people's experience in "real life term". Thus, they can experience of how to become others. As well as P4, P23 also felt the same way that she understands the character's feeling. She even wondered if later in the real world she became the character she plays. This students' perception of the benefit they get by doing tablaeu can be endorsed by Shuman's theory (1987). He stated that playing in a role in different situation of anger, love, hatred, and pity encouraged the students to become more aware to the cause that influence these situational contexts. That way, they perceived that they can have more emphaty by understanding of others' view. This view is also endorsed by Yassa's (1999) statement that the involvement of creative drama in classroom, such as tableau, can make students learn the value of differences and be more emphatic.

Creating tableau, though, seemed to make the students aware of these situation, and thus it served more to be a beneficial tool to prepare the students

to the situations where these contexts might happen in their future life. Thus, this technique also served as an authentic learning experience. As Hertzberg (2003) believe that process drama can enact the right situation and allows the students to respond to the issues they find in the text. Tableau is also one of the process drama that allows the students to respond to the text, thus it can also be benefits for the students.

d. Tableau promotes collaborative learning

The other benefit of tableau seen by the students is that they perceive that they are more encouraged to work collaboratively with the other students. It was reported by some students in the reflective journals that they were much involved to use their social skills in the discussion with their friends so that they can create their tableaux.

The students' perception of the benefits they get through tableau is seen when they get chances to work collaboratively in creating their tableau. It can be seen from the excerpts of the reflective journal in the following.

P2	:	... The value that we can get is we will **understand and** **trust with our friend** who has different character (**trust each other**)	(R2)
P7	:	I **learn about to work with my friends** to perform in the class and **helping each other**	(R7)
P14	:	I learn about the four friends. I can learn more about **value** **of togetherness**....	(R14)
P17	:	I **work with my friends** in the drama and I get that **it is a** **teamwork**	(R17)
P18	:	We need to read correctly and try to understand the text and **if we dont get much ask our friends** or teacher	(R18)

Some students reported in the reflective journals that they learn to work with their friends in creating tableau scences. It seemed that active participation that was offered by creating tableau in the group discussion leads them to work collaborativelly in the classroom. They helped each other to understand the text, as well as generated good result of the tableau. When P6 was also asked what difficulty he had in making the tableau. The majority of the interviewees affirmed that they did not have too much difficulty to make the tableau. It was because they either helped their friends' or got helped by their friends to understand the text. This was what P6's opinion about what she liked about tableua, she replied:

P6	:	... terus **jadi gampang** bu kan kita melakukannya dan **mikir nya barengan** sama temen-temen *...then it is **easie**r, Ms., because we **think together with*** ***the other friends***	(I6)

She perceived that creating tableau can be easier if she worked and shared thoughts with her other friends. This is actually the essence of learning itself. Learning doesn't appear naturally, but it was channeled from the sharring moment where the more expert one share something they know to the less expert one (Wilhelm, 2002). The more expert one does not necessarily to be the teacher. Instead, their peer can be acted as the expert one. Here the role of the teacher is to facilitate the students so that they can learn through this way. Morever, the students can have more meaningful learning by letting the students work collaboratively in their classroom. It is supported by Wright and Kowalczyk (2000, p. 63) who explained:

Our commitment as teachers includes relying the principles of freedom, justice, solidarity, tolerance, peace, and understanding. We do this by creating an environment of social interaction, providing opportunities for collaborative learning, allowing our students to make interdisciplinary connections, and engaging students in meaningful language-based activities through the arts

Thus, doing tableau was seen as a tool to bring the students to have shared meanings and understanding among the small group or even in the classroom. It is partly because they share their understanding of the text in the group.

e. Tableau provides an alternative learning

From the interview session, students showed their interest in drama activity. These thoughts were shared by several students in the classroom from the reflective journal:

P8	:	Understand more about the story by acting, **innovative**, believe in self	(R8)
P12	:	I like to have an action not **only silent and study**	(R37)

Tableau could be seen as another alternative learning in the classroom, particularly in Indonesian school context. In this school, for instance, the students were not familiar with the tableau technique. They experienced a lot of drama activities in their classroom beforehand, such as role play. In role play, the students ought to make the script and use their script for their performance. On the contrary, tableau offers the students unscripted and none verbal language type of process drama. This could contribute to be the alternative way of learning to be experienced by the students.

Moreover, inside the classroom, reading is one of the skills that students needed to comprehend. Mostly teacher used transmission model. Transmission model is when the teacher assigned the students to read and they had to do some assessment. Grade will be recorded based on the assessment (Cummins, 1994). In this model, teacher can not really maximize students' critical thinking. Sometimes they were limited by the language pattern and grammar. This theory was emphasized by P23:

P23 : ...**dari pada ibu cuman suruh kami baca, enak maen**
drama buk, masalahnya mayoritas orang indonesia ni visual buk, jadi kalo pake metode itu lebih efektif.
*...**rather than you ask us to read, it is better to play in the***
***drama**. The thing is the majority of Indonesian people is visual learners, Ms. So this method is more effective* (I4)

P23 prefer to have drama rather than just reading. She needs something more than just printed material. According to her, drama can stimulate her to become more interesting in reading. To overcome this phenomenon, tableau can be one of the alternative. In tableau they did not pay much attention to the linguistic elements such as grammatical strtucture, words, collocations (Liu, 2002). Attention was drived more on the "focusing meaningful form". Students were seen to understand the text, if they can make the appropriate gesture based on the story. Tableau promotes students with more concrete techniques and strategies (Savignon, 1983; Ellis, 1985, 1994) (as cited in Liu, 2002). Visual and kinesthetic learners will get lots of benefits from tableau activity. They can maximize their potential by acting out the printed material into a movement. In line with Savignon, Willcult (2007) endorsed that rather than asking students to seat and read, drama offer student to interpret the story or text based on their interpretation.

The transmission model is one we all know well; teachers assign reading, give assessments that ask for recall of information teachers provided and grades are given. According to Cummins (1994), "teacher centered transmission of information has the effect of limiting the possibility of any kind of critical thinking on the part of either the students or the teachers" (p.3 14). Teacher-centered learning, though, as Cummins (1994) associates this with a traditional method used by the teacher. Thus, with tableau the students feel that they were given other alternative way in reading instruction.

f. Tableau provides fun learning atmosphere

The majority of the students reported that through tableau they could have fun learning and that they were not bored during the class, most of them responsed in the reflective journal that the tableau performances create fun learning situation. It was shown from the above excerpts.

P1 : It was interesting because we studied with performing in the drama that related to the lesson. Thus **we are not bored** (R1)

P7 : **Quite interested**. Funny expression, **sometimes friends' face**
when freeze are funny (R32)

P16 : the drama is **soooo interesting** (R41)

P13 : the **interesting** part is when I perform the tableau. I like when my **friends laugh at me**. (R38)
P15 : **Cheerful** and creative (R50)

Students reported in the reflective journal that tableau performances are fun and it is interesting for them. As Wilhelm (2002) emphasized that fun and a sense of a play can also affect the students in the learning. Though, sometimes fun atmosphere cannot be associated with effective learning (Liu, 2002). However, the fun learning atmosphere in the classroom can then attract the student in the learning. Similarly, Dewey (1983) stated that the students can be repulsive to what they learn by the way they experience what they learn. Guerrero (2010) also supported that tableau can contribute to create a fun atmospheres for students to learn. Students perceived that they are motivated to learn because they feel that doing or watching tableau performances make them interested to what they learn. Doing tableau, thus, made them think that they were enggaged in the lesson in a fun way.

2. Concern
   a. Time limitation

The students' perception of major concern in doing tableau in the classroom was mostly in time. The students mostly reported in their journal reflection and in the interview that working with tableau takes a long time and that they only had limited time to work on the tableau in the class. These view was shared like the following:

P10 : **I dont like drama** because it can **waste the time** (R60)
P11 : Time is **so loooong** (R61)
P12 The time to have **performe was to short**, we can not performe well (R62)
P14 We are **not on time** (R64)
P15 Take a **long time** (R65)
P19 The l**imited time** (R66)
P25 so long time even it **took our break time** (R75)

Some students view of their time spent on doing tableau has been wasted because they feel doing tableau requires them to spend much time. The other also felt dissapointed of the limited time he got from doing tableau. These findings are also supported by Liu (2002). She said that time limitation is always the major problem for teaching and learning in ESL/EFL classrooms, especially in doing tableau.

P14 : **Mencari ide, dan gerakan serta gay**a apa yg harus kita tampilkan biar menarik dimata temen-temen bu itu kadang **makan waktu yang banyak.** (I15)
To find the idea and the gesture, as well as to find what poses
we should show so that our friends are interested

*to look at us, **took much time.***

P14 said that it took much time to think about the idea of frozen poses that can attract other friends who watched them. Thus, the teacher in class should put extra effort to manage the time or the activity so that the activity can be accessible for all the students.

b. Low-proficiency learners might disrupt the group work

Even though, it was found that some students perceived the benefit of group work when they created and discussed their tableau scences together, but some students said that they felt being treated unfair because some of their friends did not contribute much in the group work because they didn't understand the text well. It can be seen from these excerpts below:

P2	:	Somebody **didn't cooperated well!**	(R52)
P13	:	I don't like because sometimes we **lack of teamwork**	(R63)

When P2 was asked about the concern of tableau, his reply is in excerpt I5

P2	:	... nah itu disitu tuh **kekurangannya**. Jadi **tidak semua siswa membaca atau mengert**i text **tapi mereka hanya menanyakan dengan satu siswa yang mengerti.** *...that is probably **my concern towards tableau**. So, **not all of the students read and understand the text** but **they only ask the other student** who already understand the text.*	(I5)

According to Davies (2009), there is always a problem when involving a group work in the classroom. He emphasized that one of the problems of group work is with the this low-proficiency learners, as Davies called as "free-riders". He defined this "free- rider" learners as students who gain benefits from the group work but with no or less effort. In here, P2 perceived that creating tableau was concerned in the group work. He felt disappointed with his friend who did not cooperate well in creating the tableau. This actually can be resolved, even though it is a hard task to do. Davies' (2009) suggestion to this problem is that a recognition of effort needs to be given to the students, so that students who felt that they gave a lot of contribution in the group may felt that they are rewarded of what they contribute.

c. Interpretation of tableau might be misleading

As there were a number of students who reported that they had difficulties to interpret what their friends made of tableau in front of the classroom because they didn't not speak, here is the example of the report:

P6 : Kalau dari tableau, kadang-kadang, Saya kan rada cuek bu jadi kalau misalnya dari tableau kadang saya merhatiin sesuai dengan siapa yang memerankannya. Dan misalnya orangnya fun, dan dia bisa bener-bener memerankan. Kalo dia ga bisa kayak Cuma main-main doang ya ga ngerti lah bu (I13)

From tableau, sometimes, I did not pay attention much, so I examine the performance based on performers. For example, ***if the person can really act his role. Then I can understand what he is doing in tableau****.*
But if he's just playing around (doesnt act the role correctly), I cannot get the point of it*.*

She felt that their friends just played around and was not really serious to play the character in the text. The similar perception of concern was also stated in P2, as follows:

P2 : waktu kita disuruh freeze itu sebenernya itu kan menanyakan bagaimana karakter yang digunakan tetapi sebenernya karakter yang kami gunakan itu kadang-kadang **ga sesuai dengan karakter sebenarnya pada alur cerita**, seperti itukan. (I13)

When we are asked to freeze, we are asked to play or to be in the character. But sometimes, ***the character we played is not suitable with the story.***

He also felt the same thing as P6. He also thought that the characters they posed in the tableau sometimes did not fit with what he understood in the text. This concern from the students is partly because they have their own interpretation of the image they get in their mind when they read the literary text. As it is emphasized by Katsarska & Gupta (2007), literary text offers an imaginative form of writing and it allows the reader to interpret their own understanding towards the text they read. Thus, when they show their understanding of the text in form of tableau scenes, there is a chance to interpret it different way from the others.

Thus, Liu (2002) suggested that this meaning and interpretation of tableau should be open, by which there is a need for communication of the group members who perform their tableau. This communication aims to explain their intention when performing tableau. That is why after the students perform their tableau there should be a debriefing session where students and teacher both

discuss what the students have done during tableau to synchronize the concept of the overall meaning of the text (Vasquez et al., 2013).

Conclusion

Several findings have been discussed to answer the research question. Therefore, a brief conclusion can be drawn to describe the overall study. Firstly, the students' perceptions of the benefits of tableau are various. They viewed tableau as a tool to create sensory images where they can picture what is written in the text in their mind. They also viewed tableau as a technique to help them improving their vocabulary knowledge. Next, they also see tableau as to benefit them in deepen the characters' feeling and connect it to the real world. Another benefit of tableau perceived by the students is that they saw it as a place to improve their collaborative learning. Moreover, the students also viewed it as an alternative way in reading literary text. The last benefit that the students perceived is that they could experience tableau as one of the useful process drama techniques in this study provided them with a fun learning atmosphere, where they could engaged with the text as well as understood it through watching and observing their friends' performances or actively demonstrating the action themselves. Besides of benefits that students perceived by doing tableau in their classroom, there are also some concerns that might be treated as the disadvantages of tableau as a process drama technique. The concerns are that they perceived that doing tableau consumed a lot of time. Another concern is that several students had a challenge to work with low-proficiency learner. The last is that the students found it difficult to interpret their friend's tableau because of the multiple interpretation followed in posing in tableau.

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