THE TEACHING STRATEGIES TOWARDS HOGWARTS STUDENTS' DEVELOPMENT REFLECTED IN "HARRY POTTER AND THE CHAMBER OF SECRET" FILM

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Abstrak

Dewasa ini, guru menggunakan strategi sebagai alat untuk pembelajaran aktif kepada peserta didik sehingga dapat mengeksplor, mendapatkan pengalaman, berlatih dan menguasai materi untuk mencapai tujuan pembelajaran. Oleh karena itu, strategi pembelajaran di perlukan sebagai alat yang menginspirasi dan memberi ide dalam penggunaan berbagai strategi pembelajaran. Strategi pembelajaran dapat membantu guru membagikan materi dengan mudah dan menarik perhatian peserta didik pada pembelajaran. Penggunaan strategi juga membantu guru menghadapi peserta didik dengan kebutuhan, kemampuan yang berbeda.

Penelitian ini menggunakan metode deskriptif kualitatif untuk mendeskripsikan dan menjabarkan data tentang strategi pembelajaran dan efeknya terhadap peserta didik "Hogwarts" berdasarkan film "Harry Potter and The Chamber of Secret". Data yang di gunakan adalah film "Harry Potter and The Chamber of Secret". Hasil mengungkapkan tentang pembelajaran scaffolding dan kooperatif berdasarkan teori konstruktivisme di setiap karakter yang memberi efek pada peserta didik "Hogwarts" seperti memunculkan rasa ingin tahu, pembelajaran mandiri dan pemecahan masalah. Oleh karena itu, kedua strategi efektif digunakan daripada strategi ceramah

Kata Kunci: *Teaching Strategies, Harry Potter and The Chamber of Secret , Scaffolding, Cooperative Learning*

Abstract

Nowadays, teachers use teaching strategies as a tool which provide the active learning process towards the students so that they can explore, get the experience, practicing and mastery the materials to achieve learning goals. Thus, teaching strategies are necessary to be apply as a medium which may inspire and gives ideas in using various teaching strategies. It helps the teachers to transmit the material easily and engage the students' intention in learning. By using various strategies, it may help the teachers facing the students with various needs, and ability.

This research of paper uses descriptive qualitative to describe and interpret the data that explains about teaching strategies and its effect towards Hogwarts' students reflected in "Harry Potter and The Chamber of Secret". The data is from film entitled "Harry Potter and The Chamber of Secret". The results reveal about scaffolding and cooperative strategies based on constructivism theory which represent in each character that may give some effect towards the Hogwarts' students such as emerging curiosity, independent learning and problem solving. Thus, both of strategies effective to use rather than lecturing activities.

Keywords: *Teaching Strategies, Harry Potter and The Chamber of Secret , Scaffolding, Cooperative Learning*

Introduction

Nowadays, the teachers must use active learning strategies as a tool to facilitate and transmit the materials towards the students. It creates SCL known as students centered learning to provide the active learning rather than using lecturing which only focuses on how much theory and information to grasp by the students without focusing on experience. Thus, the teachers faced by various teaching strategies that may help them to transfer all the materials easily towards the students. Moreover, the

successfulness learning of students relate on the student's interest and how much their intention to engage in the learning session or process (Bean, 2004).

Therefore, the teachers choose the teaching strategies carefully by analyzing the students' need, condition, skill, and ability so that they can get the appropriate teaching strategies. The teachers may find problems in choosing the teaching strategies without knowing visual application and example in applying the strategies. Thus, some of film especially education film may provide and reflected teaching strategies and value which can be use by the teachers as their references in choosing the appropriate teaching strategies.

Therefore, film with educational setting provide some references towards the teachers' problem in teaching the class which can inspire the teachers to adopt and apply the method, strategies and values that may help both teachers and students achieve their learning goals. By using various strategies, it also helps the teachers facing different kinds of students such as students with high capability or slow in grasping the materials to optimized their activities to achieve their goals by understanding and mastering the lesson.

As found in "Harry Potter and The Chamber of secret" film. It reflected educational setting in "Hogwarts" which known as wizard school. This film contained teaching strategies based on Constructivism theory such as scaffolding and cooperative learning which implement by the Hogwarts' teachers and effecting the students' development in the learning process which may help them to increase their intention and mastery the materials properly. Based on the explanation, it will analyze "Teaching Strategies Towards Hogwarts' Students' Development Reflected in 'Harry Potter and The Chamber of Secret" Film.

Research Method

This research uses descriptive qualitative method because it is use content analysis. Content analysis use to analyze, interpret, summarize and describing the data which can be oral, visual, or written such as books, novel, film, and photograph (Cohen, L, 2007). It meant that the researcher must interpret the data since the data is from literary works. By using descriptive qualitative, it aims to describe about "The teaching strategies and its effect towards Hogwarts' student's development" which may reveal some strategies to inspired the teachers in implementing the strategies.

The object that uses in this research is a series of "Harry Potter" entitled "Harry Potter and The Chamber of Secret. The data used the film and script which contains the dialogue of the characters to collect the information and fact so that the data becomes valid. Meanwhile, the researcher also gets some references from relevance books, and PDF online journal to support the primary data of the research. Data collection is necessary because it consists words and images (Creswell,2012:205). The researcher collects the data by watch the film and read the script. Then collected the dialogues and find the appropriate examples as the data which contains teaching strategies so that the researcher can explore, explain, and interpret the data that relate to problems statements

Finding and Discussion

The results show about teaching strategies that reflected "Harry Potter and The Chamber of Secret". The first results are scaffolding learning strategies which represent in the characters especially teachers who teach some classes such as The Weasley who teach "Floo Powder", Mc Gonagall in transforming animal into Goblets, Mrs. Sprout in

Mandrake's class, Gilderoy Lockhart in Dark arts' class, Hagrid, Dumbledore, and Severus Snape.

1. Scaffolding

The characters using Scaffolding strategy in types of Modeling, inviting students' participation, contribute the clue, offering explanation and verifying and Clarifying (Lange, 2002 in Orey,2010). It explained those types of strategies reflected in the film as follows:

   a. Modeling

Dialogue	Time	Screenshot
MRS. WEASLEY: *Oh, well you go first Ron, so that Harry can see how it's done. Yes. In you go... That's it.* **RON:** *Diagon Alley!*	14:17 – 14:35	

This scaffolding is using type of modeling. There are two types of modeling which is represent in the film such as talk aloud modeling, and performance modeling.

Thus, the example above talks about Mrs. Weasley who point Ron to give an example to apply the floo powder because its Harry first time to learn about wizardry tools. Mrs. Weasley use a performance modeling to guide and help the students by provide the visualization of floo powder which give a clear understanding about it so that the students can imitate as the same as the teachers.

   b. Offering explanation

Dialogue	Time	Screenshot
LOCATION: *Diagon Alley - daytime* **HAGRID** : *Yer a mess, Harry. Skulkin' _round Knockturn Alley? Dodgy place! Don' want no one ter see you there. People'll think you were up to no good.*	17:00-17:13	

The results contain about offering explanation which used by the Hogwarts' teachers such as Hagrid to give basic information. The information should be valid, essential, and important to remember. It also explains about what and why towards the information so that the students can get a valid information about something new. Here, Hagrid tells Harry about Knock turn Alley which is a place for dirty wizard. Hence, Harry lost because of the floo powder which makes
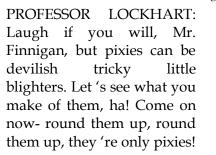
him trapped into Knock turn Alley. Therefore, Hagrid gives Harry a brief explanation about Knockturn Alley which known as Dodgy Place

c. Inviting Students Participate

Dialogue	Time	Screenshot
PROFESSOR LOCKHART: Laugh if you will, Mr. Finnigan, but pixies can be devilish tricky little blighters. Let 's see what you make of them, ha! Come on now- round them up, round them up, they 're only pixies!	36:37-36:46	

Here, The Dark Art class shows Professor Lockhart who teach the students to catch pixies. Here, Professor Lockhart explained briefly in the first stage of learning and he asked the students to catch the pixies by their own way especially using the spell. Hence, Professor Lockhart used inviting students' participation which makes the students become actively participate in the class activities so that they can directly practice their skill. It also used to check the students understanding and ability which lead to give the feedback.

d. Verifying and clarifying

Dialogue	Time	Screenshot
PROFESSOR SPROUT: Excellent! Ten points to Gryffindor!	32: 00-32:03	

This scene represent scaffolding in types of verifying and clarifying which represents in Professor Sprout. Thus, verifying and clarifying makes the students cleared about the information. Here, the teachers asked the students to do task and answer some questions which lead to clarifying and verifying. Thus, it uses to give the feedback or advices. The teachers give the corrective feedback towards the students' activities whether it is correct or incorrect. The teachers give feedback wisely by saying "Excellent or distinction" to verify the answer which is right and "try again or repeat" to make sure and giving the code that the answer is not appropriate.

2. Cooperative Learning

Moreover, the results also represent cooperative learning strategy which represent in Gilderoy Lockhart's class od dueling session. In that situation, the Hogwarts' teachers point the students spontaneously and gives the task so that they can show their skills in peers with their opponent or groups

Dialogue	Time	Screenshot
PROFESSOR LOCKHART: An excellent suggestion, Professor Snape! Ah... Let's have a volunteer pair! Um, Potter, Weasley, how about you? SNAPE: Weasley's wand causes devastation with the simplest spells. We'll be sending Potter to the hospital wing in a matchbox. Might I suggest someone from my own house? Malfoy, perhaps? PROFESSOR LOCKHART: Good luck, Potter. HARRY: Thank you, sir. PROFESSOR LOCKHART: Wands at the ready. DRACO: Scared, Potter? HARRY: You wish. PROFESSOR LOCKHART: On the count of three, cast your charms to disarm your opponent- only to disarm. We don't want any accidents here. One, two-- DRACO: Everte statium!	1.06.22-1.09.05	

The second result is cooperative learning which represent in "Harry Potter and The Chamber of Secret" film. This cooperative learning happened in Severus and Lockhart's class which teach dueling session in the hall. The first stage of the dueling session contains brief explanation and performance modeling so that the students can see the visualization. Then, the teachers pointing the students in peers spontaneously and they must show their skill in dueling with their opponent or partners Hence, this type of cooperative learning called as spontaneous learning strategy which meant that the teachers pointed the students randomly. Then, the teachers gave a task or activities and they must practice and show their basic skill as well as they can without preparation.

Both strategies also give some effect towards Hogwarts' students development. It meant that in the learning process the students got the experience and apply the

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which makes them actives in the learning session. It also helps the teachers to transmit the material easily for students with various needs. Thus, the others researcher or educators may look for the education film to look for the ideas and saw the implementation towards the students in the film which may give a visualization in implementing the strategies

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