

SCAFFOLDING LEARNING STRATEGY REFLECTED IN “HARRY POTTER AND THE CHAMBER OF SECRETS” FILM

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ABSTRACT

The success of a student depends on how much the student is engaged in the learning process. The teacher should demonstrate how to solve the problem first and the students should follow their ways. In addition, the teachers may choose the best strategies by using film. This study explains about Scaffolding as the learning strategy that reflected in “Harry Potter and the Chamber of Secret” film which can inspire the teachers about the kinds of scaffolding method that use in the film. This study uses descriptive qualitative research. Constructivism theory is used for analyze Scaffolding as learning strategy reflected in “Harry Potter and the Chamber of Secret” film. This study reveals demonstrating, offering explanation, inviting students’ participation, clarify and verifying and inviting student contributing on the clue in the learning reflected in “Harry Potter and the Chamber of Secret” film. The challenge of Scaffolding are unequalized students’ skill, inadequately modelling and time consuming. It concludes that scaffolding has so many methods that used in Hogwarts. It also has benefits such as engage, and motivates the students to learn so that they can apply the knowledge by themselves

Keywords: Learning, learning process, Learning strategy, Scaffolding, Harry potter and the chamber of secret film.

INTRODUCTION

Learning strategy is measuring that the learner actively (although not necessary consciously) employees to facilitate or advance learning (Itania, 2014). In other word learning strategies facilitate the learners to learn the material well. It needs to makes the learning process becomes easier, faster, enjoyable and more effective. The teacher should choose the appropriate learning strategy which is not an easy task

for them. Furthermore, the learning strategies can be used in formal or informal education. Thus, informal education also uses the learning strategies because children with special needs also have chances to learn as regular school so that the children with special need has the same rights as the regular school.

Scaffolding instruction as a teaching strategy originates from Lev Vygotsky’s theory and his concept of the zone of

proximal development (ZPD). In other words, the children need help in the learning process so that they can learn the material well. They can ask and discussing with the teachers or adult that may help them to study and get the knowledge properly so that the learners can apply it by themselves. Therefore, the goal of the educator when using the scaffolding teaching strategy is for the student to become an independent and self-regulating learner and problem solver (Hartman, 2002). The scaffolds provided are activities and tasks to motivate the child's interest related to the task, simplify the task to make it more appropriate, give some direction in order to help the child focus on achieving the goal. Moreover, In the educational setting, Lange (2002) states that based on the work of Hogan and Pressley (1997) there are five different methods in instructional scaffolding: modeling of desired behaviors, offering explanations, inviting students to participate, verifying and clarifying student understandings, and inviting students to contribute clues. These techniques are used to direct students toward self-regulation and independence.

Nowadays, teachers may have problems to find the appropriate scaffolding strategy because the learners may have different skill and the teacher applying prescribed curriculum to all types of the students which becomes problems when the teachers are expected to apply a fixed curriculum to the students with various

different needs. Therefore, the role of a teacher in the teaching process is needed and very important.

According to Chatib (2009: 148), the most important element in a school is a teacher. The best school with the best process can be successful if it is supported by a professional teacher. The film may be useful for the teacher to find the appropriate teaching strategies and method to teach, facilitates, and help the students so that they can apply their knowledge in daily life. Therefore, there are so many films which contains teaching strategies and education such as "Harry Potter" film which contains the school setting at Hogwarts. The school has so many special children who will be young wizards. The teachers teach and trained the students well enough so that the students can apply their knowledge and skill in their real life which makes Harry Potter, Ron, and Hermione are trying to solve their problems in the chamber of secret by practicing their knowledge which they get from school. This movie contains the example about scaffolding teaching which may inspire the teachers to do the same way

As found in the film titled Harry Potter and The Chamber of Secret, the film contained scaffolding teaching strategies and method that The Hogwarts' teachers use to teach the students. In that film, there are some teachers who teach the students with scaffolding teaching strategies and method in the class. They teach young wizards to plant "Mandrake", Transforming animal

into the goblets, and catching pixies by using scaffolding. However, the implementation of scaffolding has some challenges and the teachers try to overcome the problems. From the explanation above, it is going to be analyzed SCAFFOLDING LEARNING STRATEGY REFLECTED IN “HARRY POTTER AND THE CHAMBER OF SECRETS” FILM.

There are some problems to be analyzed such as kinds of scaffolding method and teachers’ challenge in using scaffolding reflected in “Harry Potter and The Chamber of Secret” Film. Besides, the objectives of the study are used to find out the type of teaching strategies that used in “Harry Potter and The Chamber of Secret” film. Moreover, the researcher wants to know about the teachers’ challenges in using scaffolding as learning strategy in Harry Potter and The Chamber of Secret” Film

By doing this research the writer hopes it will give some contributions

1. Theoretically

It will give some contributions to the other researchers in educational world, about type of teaching strategies and the challenges in using scaffolding

2. Practically

It will help the teachers use suitable strategies to teach students in the class. It will give solution for teacher if they have problem with the students who have lack of ability and knowledge in the class. The teachers can use appropriate strategies

and method in learning process to every student on the class suitable their ability.

RESEARCH METHOD

This research was a qualitative research because it is presented in “Harry Potter and The Chamber of Secret” screenplay with text, images and sentences. According to Creswell (2009: 173) qualitative research depend on text and image data, have unique steps in data analysis and can be draw on different strategies of research. The object of the study is presented more in words rather than in numbers. Then, in this research, the words, sentences or statement related to the scaffolding learning strategy in Harry Potter and The Chamber of Secret film become the data of the study. The research approach is just analyzing the film and find the teaching strategies in the film. The data of the research is a film of “Harry Potter and The Chamber of Secret” which contains the utterances of the characters.

The data of this research is divided into two, primary and secondary data. The primary data of this research is a film entitled “Harry Potter and The Chamber of Secret” which contain the utterances and images of the characters.

The secondary data, the researcher used library and online journal to support the primary data. The researcher took relevance researches and theoretical books that support this research.

The writer collected the data of the utterances and images that provides in the film entitled Harry Potter and The Chamber of Secret. Then, the writer takes a note and screenshot the images scenes that indicate the teaching strategies. After all the data have been collected, the writer analyzed them

Besides, Data analysis is a sustainable process which needs to reflect the data, gives analytical questions and takes notes for the whole process of the research. The works of the data analysis was done in some techniques. First is exploring the data in order to reveal the problems. The second is explaining the data to define the reasons for cause and justify the problems. Finally, interpreting the data to conceptualize the meanings of problems.

FINDING(S) AND DISCUSSION

Scaffolding as Learning Strategy reflected in Harry Potter and The Chamber of Secret

In Harry Potter and The Chamber of Secret film reflected the learning process taught by the school called Hogwarts. Hogwarts is a school for young wizard that used to train them to become a great wizard. This research will explain the learning strategy that use in Hogwarts such as scaffolding which is found as the learning strategy of Hogwarts.

This, research reveal the scaffolding strategies that used in the movie based on Lange (2002) states that based on the work

of Hogan and Pressley (1997) there are five different methods in instructional scaffolding: modeling, offering explanations, inviting students to participate, verifying and clarifying student understandings, and inviting students to contribute clues. Thus, method is reflected in the scaffolding strategy of Harry Potter and The Chamber of Secret

1. Modelling (Performance Modelling)



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!*

(Harry potter and the chamber of secret, (14:17 – 14:35))

In the beginning of the movie, Mrs. Weasley decided to go to the Diagon Alley with Harry and Weasley's. Mrs. Weasley demonstrate the floo powder by using Ron to demonstrate how to the floo powder works so that Harry can understand well. It meant that Mrs. Weasley using the modelling method called performance modelling by using Ron to demonstrate how it works so there is no verbal interaction or

explaining the floo powder so the learners just act by themselves. Ron already know how it use so he gives the example to Harry so that he can do it by himself. ZPD is reflected here that the learners need other help to understand. Besides, the scaffolding is Mrs. Weasley and Ron who demonstrate the floo powder.

2. Offering Explanation



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.

(Harry potter and the chamber of secret, (17:00-17:13))

In this part, Harry get lost because of the floo powder and he lost in Knockturn Alley which is a place of dark and dirty wizard. Here, Hagrid explain what is Knockturn Alley because Harry never lost at that place so Hagrid offering the explanation in brief and detailed so that Harry will not repeat it again. In explaining the information or materials the teachers should give the clear and brief information

that makes the students understand. Besides, the teachers should be open minded about some issues or information so that they can tell the students based on their own perspective whether is good or not. Thus, explanation makes the students understand and get more information about something which is new for the students.

3. Inviting students to participate



MRS. WEASLEY: You see? It's quite easy, dear. Don 't be afraid. Come on. Come on. In you go. That's it, mind your head. That's right. Now take your Floo powder. That's it, very good. Now, don 't forget to speak very, very clearly.

HARRY: 'Diagonally. '

(Harry potter and the chamber of secret, (14.47-15.05))

Thus, scenes indicate that the Weasley using the scaffolding strategies because Mrs. Weasley invite the learners' participation especially harry in using the floo powder. Harry tried after he had seen the example by Ron and Mrs. Weasley give support and help by saying some instruction as follow harry tried the floo powder. Inviting learners' participation is used to

know Harry’s understanding in using floo powder. It meant that Mrs. Weasley use the scaffolding strategy of inviting students’ participation after had seen the demonstration. So, the teachers just give the brief example and invite the students to follow their ways.

4. Verifying and clarifying student understandings



NEVILLE: *Uhh...*

PROFESSOR SPROUT: *Uh, Longbottom’s been neglecting his earmuffs.*

SEAMUS: *No, ma’am, he’s just fainted.*

PROFESSOR SPROUT: *Yes, well, just leave him there.*

(Harry potter and the chamber of secret, (32.42-32.52))

In this scene, Professor sprout saw that Neville Longbottom is fainted because of the Mandrake’s voice. Thus, Professor Sprout says that Longbottom didn’t wear the right earmuffs so Professor Sprout clarify that Longbottom neglecting his earmuffs and verifying if the students didn’t use it well it becomes worse as Longbottom which is fainted because of the Mandrakes’ voice.

Thus, verifying and clarifying used to give the information whether it is right or not. It also used for the teachers to give the students’ feedback so that they can understand which is the best and right information that they should use. It is useful because in clarifying and verifying makes the students understand so that they can fix their problems. The teachers should be open minded in giving their opinion so that the students know the right or wrong information that they get from the material.

5. Inviting students to contribute clues



PROFESSOR SPROUT: *Welcome to Greenhouse Three, Second Years. Now, gather around, everyone. Today, we are going to repot Mandrakes. Who here can tell me the properties of the Mandrake root? Yes, Miss Granger.*

HERMIONE: *Mandrake, or Mandragora, is used to return those who have been Petrified to their original state. It’s also quite dangerous. The Mandrake’s cry is fatal to anyone who hears it.*

(Harry potter and the chamber of secret, (31.42))

In this scenes, Mrs. Sprout teaches the young wizards to plant mandrakes and ask

the students about their knowledge so that she can understand about the students' knowledge whether she should clarify and verifying the answers. Inviting students contribute the clue is the same as questioning so the teacher will ask a question and the purpose is to make the class become more active. Thus, scaffolding strategies using inviting students contribute method which meant the teacher give the question and the students can answer it by using their own opinion that may lead the teacher clarify and verifying the answer whether it is true or not by giving some positive feedback.

B. The Challenges of Scaffolding in Hogwarts' students

Scaffolding has so many benefits towards the Hogwarts' students such as engage, motivates and identify the giftedness such as Mrs. Weasley who try to motivate Harry by saying "it's quiet easy, don't be afraid" and Hermione who answer Mrs. Sprout's question about mandrake which meant that she is gifted because of she has a good memory to remember something especially spell and some information about wizard rather than Harry and Ron. Besides, it also has some challenges in applying scaffolding strategy.

1. Unequaled students' skill

Unequaled students' skill meant that Hogwarts teach the students with various skill that find in Hogwarts such as Hermione who is able to memorize and understand the text book, and creating the Polyjuice.

Besides, Professor Sprout also teaches the students properly but every student has their weakness and also every student are not always achieving their goals such as Neville Longbottom who fainted because of the mandrakes' voice. It meant that learning needs professional or teacher as the tool to help the students especially in clarifying and giving feedback because each students' have their own skills.

2. An inadequately modelling

An inadequately modelling meant that the teacher did not fully give the example and just see the students' act in applying the material. Thus, sometimes makes the students become confused and trying to solve their problem by themselves which is not related to the scaffolding learning. Thus, the teacher should give the simple demonstration as the same as their ability so that they can follow the learning process well.

The result is based on Professor Gilderoy Lockhart who release the pixies and makes the class like a mess. In other word, there are some students who confused and failed in catching pixies so the students also need time to learn so it becomes an inadequately modelling activities because the teacher did not fully understand about their abilities and he did not give a brief example.

3. Time consuming

Learning sometimes spend a much time to mastery the materials well. It is very time consuming because in scaffolding they have to give the explanation, demonstration and others reinforcement to the students

which makes the teachers should help them first and let the students follow their ways which is not just once or twice in mastery the material but it is a process that spend much time to learn and become mastery the material especially in applying their knowledge

It also happens in Mc Gonnagal's class in transforming goblets' activity. Mc Gonnagal teaches the students properly but in every learning process there are some mistake from the students such as Ron Weasley who becomes the participant but he failed in transforming the animal into goblets because of his broken wand. It meant that learning needs take much time not only just once or twice because learning always face some students' problem so the teacher must give them feedback and clarify it so that when the students try to learn again it will not be repeated again.

CONCLUSION

In conclusion, Harry Potter and The Chamber of Secret is a film which contains teaching strategies and method especially scaffolding strategies that may inspire the teacher to use at the school. There are utterances and act which represent about scaffolding in some characters as Mrs. Weasley, Severus Snape, Hagrid and Mrs. Sprout. It represents offering explaining, modelling inviting students' participation, clarifying and verifying students understanding and inviting the students to contribute the clue. Besides, there are some challenges in applying the scaffolding such as unequaled students' skill, an inadequately

modelling and very time consuming. The teachers have to be wisely to apply the strategy. Thus, the film may inspire the teachers to use scaffolding as their ways in teaching the Hogwarts' students. Besides, it will help the teachers use suitable strategies to teach students in the class. It will give solution for teacher if they have problem with the students who have lack of ability and knowledge in the class.

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