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CONTENTS

THE TEACHING STRATEGIES TOWARD STUDENTS' DEVELOPMENT REFLECTED IN *HARRY POTTER AND THE CHAMBER OF SECRET* FILM

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Abstract

Learning is used to achieve a goal for both teachers and students. The successful learning depends on the teachers in delivered the materials which may engaged the student's curiosity by using learning strategy. Learning strategy facilitate the learners to learn the material which make the learning process becomes easier, enjoyable and more effective. In fact, there are several ways to teach such as scaffolding and cooperative as strategies which may give the effect for the students especially in their cognitive development based on constructivism theory. The finding shows some strategies and its effect that used in the characters. Moreover, this research uses qualitative method to give a brief explanation and describing the problem. This research explains about the learning strategy that reflected in "Harry Potter and the chamber of secret" film which can inspire the teachers about the kinds of strategies and its effects that use in the film.

Keywords: *Learning strategy, Constructivism, Scaffolding, Cooperative Learning, "Harry Potter and The Chamber of Secret"*

INTRODUCTION

Learning strategy is measure that the learner actively (although not necessary consciously) employees to facilitate or advance learning (Itania,2014). In other word learning strategies used by the teachers as a tool to delivered the material which makes the students to becomes actively learn to achieve their goal. Hence, the teacher should choose the appropriate learning strategy by knowing the students' condition, skill and ability so that they can grasp the material well.

Furthermore, the learning strategies can be used in formal or informal education. Thus, informal education also uses the learning strategies to teach the students because it may affect to children with special needs so that they can engaged towards learning and also have chances to learn as regular school so that the children with special need has the same rights as the regular school.

There are some strategies based on constructivism theory which known as scaffolding and cooperative learning as a teaching strategy originates from Lev Vygotsky's theory and his concept of the zone of proximal development (ZPD). Thus, it meant that 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).

Moreover, Scaffolding provides some activities which may engage the students in learning such as giving demonstration or example which may help them in learning in order to help the students on achieving the goals. Orey (2010) 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.

Furthermore, these scaffolding methods also have three types modeling such as performance modeling, talk aloud modeling and think aloud modeling, offering explanation is used by the teacher to give the explanation about the material or information which makes the students get a new knowledge. It also uses inviting students to participate and contribute the clue which meant that the teachers will let the students to try and experience the material which makes them become more active and lead the teachers to verify and clarify by giving the feedback to the students. As the teachers the feedback that delivered should be wise and give the clear explanation towards the students' results so that the students may get a clear explanation and fix the problems.

Besides, Cooperative learning also known as a strategy in constructivism which used to make the students become active by using the students' interaction in peers or group so that they can solve their problems in their own ways. Besides, cooperative learning emphasizes in social learning environment which makes them to study in peers or group to gain the knowledge, explore the knowledge, and use the knowledge as a challenged for each individual.

Thus, cooperative learning also the same as spontaneous learning group which meant that the teachers will point randomly some students as a volunteer to perform or discussing some problems. The condition creates the different atmosphere towards the students because it can change the student's mood and give them spirit in learning session.

The strategies that the teachers use may affect the students' development which meant about the students' progress and improve their ability in mastering the task as a result of the learning process in an institution of education. The social environments effect the optimal students' development so that the students have to get a proper challenge and support from their social environments to improve their skills and ability. At this point, students' development especially their cognitive grow because of the beliefs, attitude, and values which modeled by their culture. Thus, it meant that the socialization such as interaction between the teachers and the students are important as the same as culture, beliefs, and value which makes affect the students in learning at school.

Nowadays, teachers may have problems to find the appropriate strategies 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 vastly different needs. Therefore, the role of a teacher in the teaching process and using the strategies is important to affect the student's cognitive development which makes the students

interpret and bring meaning as an experience

The film may be useful for the teacher to find the appropriate teaching strategies and methods to teach, facilitates, and help the students so that they can apply their knowledge in their daily life (Handayani, 2006) Therefore, there are so many films which contain teaching strategies and education such as "Harry Potter" film which contains the school setting at Hogwarts.

Hence, this research used film as a piece of work that contains literary aspect such as scenario of the film. It means that analyzing the film is the same as the literary works. Although the medium is different, films and works. Literature actually has a function that same. Winokur (2001:8-9) mentions There are 2 main functions of a film, namely the function of entertainment (entertainment) and didactic function (deducts).

These many similarities seem to make novels often adapted into films. But of course, not all novels are adapted to the big screen. Damono (2012: 108) says there are two possible reasons why a novel (literary work) is adapted into a film. First, the novel (literary work) is in high demand, so the film just needs to ride with the best-selling literary work. Second, there is a mission for filmmakers to raise cultural products that deserve to be brought to the screen. This is sufficient to explain why the novels that are appointed to the big screen are generally novels that are considered "best sellers" or quality is more prominent than the others.

"Harry Potter and The Chamber of Secret" is a film which is interesting to explore especially because it has a school setting as a real school. In fact, "Harry Potter and The Chamber of Secret" is a 2002 fantasy film directed by Chris Columbus and distributed by Warner Bros Picture based on J.K Rowling's 1998 Novel of Harry Potter and The Chamber of Secret. There are three main characters in the movie such as Harry Potter known as Daniel Radcliff, Ron Weasley known as Rupert Grant and Hermione Granger known as Emma Watson.

As represent in "Harry Potter and The Chamber of Secret" the Hogwarts' school has so many special children known as young wizards. Hence, 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 strategies such as Cooperative and Scaffolding strategies which may inspire the teachers to apply the strategies and doing the same way in delivered the learning materials.

As found in the film titled Harry Potter and The Chamber of Secret, the film contained 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. Cooperative also represented Gilderoy Lockhart using the spontaneous learning group in dueling session.

There are some problems to be analyzed such as kinds of teaching strategies and its affect towards Hogwarts' student's development 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. By doing this research the writer hopes it will give some contributions to the other researchers in educational world, about type of teaching strategies and its effect in Hogwarts students' development and also help the teachers use suitable strategies to teach students in the class.

METHODOLOGY

This study uses qualitative research. The analysis of "Harry Potter and The Chamber of Secret" based on screenplay with text, images and sentences. According to Creswell (2009: 173) Qualitative research has different characteristics from quantitative. This research depends on text and image data. Qualitative research has a specific step in data analysis and can be used with different research strategies. 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 learning strategies in "Harry Potter and The Chamber of Secret" film become the data of the study. The research approach is just analyzing the film and finding 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 dialogue 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 dialogue 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.

It will give solution for teacher if they have problem with the students who have lack of ability and knowledge in the class. From the explanation above, it is going to be analyzed The Teaching Strategies toward Students' Development Reflected in *Harry Potter and The Chamber of Secret* Film.

Data is needed in every research. Without data, the research findings are lack of validity. In collecting the data, the researcher is the instrument and the researcher used library and digital research. In doing this research, the research used some steps such as watching the film, reading the script and trying to understand the film well. 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. The four steps will be explained in detailed below:

1. **Watch the film and understand the film**

The first step was watching the film so that the writer could understand what the film meant. It could be easy when the writer knew the context and the situation of the film so that the writer can understand the story well.

2. **Collected the data of the utterances**

After the researcher had watch the film. The next step was collecting the data of the utterances and images so that the writer could easily identify the learning strategy

3. **Finding and marking the utterances**

The researcher tried to find the utterance which contains learning

strategy by screenshot the images and take a note. It makes the researcher easy to analyze the learning strategy.

Besides, according to Creswell (2012) states that 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 is to conceptualize the meanings of problems.

DISCUSSION

This research reveals the scaffolding strategies that used in the movie. Hogan and Pressley (1997) in Lange (2002) contained five different methods in instructional scaffolding: modeling desired behavior, offering explanations,

inviting students to participate, verifying and clarifying student understanding, and inviting students to contribute instructions. Thus, method is reflected in the scaffolding strategy of Harry Potter and The Chamber of Secret.

1. Modelling or Demonstration

Table 1.

	Time	Screenshot
LOCATION: Hogwarts – Transfiguration classroom – daytime PROFESSOR MCGONAGALL: Could I have your attention, please? Right. Now, today, we will be transforming animals into water goblets. Like so. One, two, three, *Vera verto...*	48:25-48:38	

According to the scene, the story began when McGonagall came to the class to teach transfiguration which makes the students to transform animal into the water goblets. At the first stages of learning McGonagall tells the students to listen and focus in learning transfiguration materials which followed by a brief demonstration or modelling by using the wand and casts the spell out.

Moreover, the demonstration or modelling that used by McGonagall called performance modelling which meant that McGonagall just use the

demonstration without giving the explanation when she transforms it into the goblets. It represents because McGonagall just spell out "Vera Verto" to change it as a goblet which is a simple way to learn by the young wizard. Performance modelling is a useful example to use by the teachers because it just giving the real example without verbalization which is meant that the materials have a simple way to solve the problems and it can be easy to follow by the students if they understand and follow the example as good as the teachers.

2. **Offering Explanation**

Table 2.

Dialogue	Time	Screenshot
LOCATION: Hogwarts – Snape 's office – night SNAPE: You were seen by no less than seven Muggles. Do you have any idea how serious this is? You have risked the exposure of our world. Not to mention the damage you inflicted on a Whomping Willow that's been on these grounds since before you were born.	29:33-29:50	

In this scene, Severus Snape caught Harry and Ron that they are late because of they blocked from entering the plat form nine and three quarters at London King's cross railway station and decided to take the flying car to Hogwarts and crashing into whomping willow. It makes Severus mad and trying to explaining about what they did especially the consequences if the muggles saw them. He is also explaining about what is whomping willow. In conclusion, they have to learn that wizards must not reveal their world to the muggles. Thus, the scene uses explaining method because it explaining and giving knowledge about what the wizard world. Offering explanation makes the students understand about the information which is sound new for them. It will give a new knowledge especially for the children who have a lack of motivation and seem passive in searching the information. As represent in the film, Severus Snape warned Harry and Ron Weasley about the wizarding law which meant that Harry and Ron did not really care and understand about the law especially when they become the new students in Hogwarts which need to learn more about the rules and the wizardry things.

3. **Inviting students to participate**

Table 3.

Dialogue	Time	Screenshot
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: _Diaganilly.'	14:47-15:05	

Thus, the scenes indicate that the Weasley using the scaffolding strategies because Mrs. Weasley invited the learner's 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. Here, inviting students' participation is useful to check the students' understanding and also the students' focus in the learning session which makes the students can experience and apply the materials well after had seen the step or the instruction which meant that the

students have to experience by themselves such as imitate and follow the right instruction which given by the teachers as a guide to learn the material. As in the film, Harry has to know and experience the wizardry things that seem strange to him so he can get the experience in using the wizardry things such as the floo powder.

4. **Inviting students to contribute**

Table 4.

Dialogue	Time	Screenshot
PROFESSOR SPROUT: Welcome to Greenhouse Three, Second Years. Now, gather around, everyone. Today, we are going to re-pot 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.	31.42 – 31. 45	

In this scenes, Mrs. Sprout taught the young wizards to plant mandrakes and ask the students about their knowledge in the beginning session of the learning which meant that Mrs. Sprout want to check the students understanding at the first session so that she could understand the students' ability especially in searching a new information or knowledge in their life. By giving the questions to the students the teachers can understand about the students' knowledge whether the teacher should clarify and verifying the answers. Thus, scaffolding strategies using inviting students contribute the clues so that the students become actively in the class especially the students can have a socialization between the teacher and the students to share about their information or knowledge so that the other students may get a new information which can be used in their daily life 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.

As in the film, Mrs. Sprout gave a question about Mandrakes in order to check the students' focus and also their first knowledge about Mandrake. Hermione is a character which seems knows about Mandrakes information because she always searching the information and read some books about wizardry things which make her correctly answers the questions. Thus, Hermione represent that the students which actively learning in the class makes the learning session becomes interactive and engaged the other students which may lead the teachers to clarify and verify the answer which makes the students clear about it.

5. **Verifying and Clarifying Student Understanding**

Table 5.

Dialogue	Time	Screenshot
PROFESSOR SPROUT: Uh, Longbottom 's been neglecting his earmuffs. SEAMUS: No, ma 'am, he's just fainted.	32:42- 32:52	

Moreover, the next scenes indicate that Mrs. Sprout gives the students feedback or points as their achievement. Here, Professor Sprout warned Longbottom's earmuff which is not appropriate to wear and makes Longbottom fainted. It meant that verifying and clarifying is useful to warn and give some suggestion to the students whether they did the right or wrong act. It is very useful to make the students cleared and understand about the lesson. Hence, Mrs. sprout as a teacher had an important role to warn, hear and giving the advices to the students as their feedback whether it is right or wrong. The teacher should be wisely in transferring the feedback so the students can get the best meaning and information that they need. Mrs. Sprout warn and give clarification to the students that everyone has to use the earmuff to avoid the Mandrakes voice so that they will not be as Longbottom who is fainted because of Mandrakes.

Scaffolding meant that students can learn the materials with the teachers or adult so it is important for the teachers to give supports and help the students. Scaffolding has so many benefits towards the Hogwarts' students such as engage, motivates and emerging the students' curiosity such as Mrs. Weasley who try to motivate harry by saying "its quite easy, don't be afraid" and Hermione who answer the Mrs. sprout 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.

The second result in "Harry Potter and The Chamber of secrets reflect other strategies and method of the Hogwarts' teachers through the learning process. The "Harry Potter and the chamber of secret" film also used other strategies in their learning process called "Cooperative Learning".

Moreover, cooperative learning is reflected in "Harry Potter and The Chamber of Secret". Cooperative learning meant that the students must actively having discussion with them in order to solve their problems by using the social interactions between group or peers which may collect some information and knowledge which used to sharing and discuss the material so that they can get the best solution. There is some characteristic of cooperative learning according to Arends (2004: 356) such as students work in teams to master learning goals, teams are made up of high, average, and low-achieving students, groups include a racial, cultural and gender mix and reward systems are oriented to the group as well as the individual.

The cooperative learning that used in "Harry Potter and The Chamber of Secret" have its own method called Spontaneous Learning Group which contains some people or maybe just doing the task in peers spontaneously. Spontaneous learning group makes the students become active, creative and

improve their skill. This method is one of cooperative learning which is an informal cooperative group. Spontaneous Learning Group is reflected in "Harry Potter and The Chamber of Secret" which represent in "Gilderoy Lockhart" class in Dueling Club which is a class that used to teach the students to defense and fight their enemies.

Table 6.

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	

Here, Professor Gilderoy Lockhart command the students to gather round in the dueling club. Professor Gilderoy Lockhart and Severus Snape becomes the dueling teachers as a partner. So, in the learning session Professor Gilderoy Lockhart pointed the students randomly without preparation which called Spontaneous learning Group. Meanwhile, Severus Snape choose the students from Slytherin that he thinks that the students have the same ability to this duel. Moreover, the students must perform to defense and attack their enemies by using their own spells.

Thus, Spontaneous learning group becomes a challenge for the students and it is a way for the teacher to ensure the students' ability. It becomes a challenged for the students because it creates challenging atmosphere towards the students which change the student's mood and give them spirit in learning session. It makes the students feel brave, confident and spontaneously solve the problems by their own ways.
In using spontaneous learning group, In the beginning session of learning the teachers may motivate the students first and the teacher should give a brief explanation or material which makes

the students understand and it also can be used as the guidelines. After had given the example or demonstration the teachers will spontaneously choose the students randomly without any preparation that changed the students' mood, condition and force them to show their own skill. It also uses as competition among peers because they can show and compete their skills or performance as good as possible so that they can experience and improve their skill when they have to overcome the problems without any preparation.

6. **The Effect of the Strategies towards Hogwarts Students' Development**
Moreover, there were some effects of the strategies towards the Hogwarts' students that may affect Hogwarts' student's cognitive development. This study found that scaffolding and cooperative learning have the effect to influence the students' cognitive development which reflected in "Harry Potter and The Chamber of Secret" film. The detail explanation will be presented below.
Hence, social interaction, culture, beliefs, values become the main factors which is important in cognitive development and give its own effect to the students especially in their learning activities at school. Moreover, learning occurs within a social situation by having a discussion between the teachers and the students, and also active participation which leads to advanced development. There are characters which represent some strategies and have impact the students' cognitive development which influence the students' progress, behavior and skill towards learning.
The effect is come from the social factors such as the environment, beliefs, culture, and value as such Harry Potter which is raised by the Dursley family who did not really care and ignorant about Harry's school, life, and friends. Because of the value that Harry raised by a normal family called Dursley. The Dursley hates Harry's school because of wizardry things which is not normal for human. Thus, Value, Beliefs and culture makes Harry as an independent child who have to choose their own way. Meanwhile, the Weasley family known as Ron Weasley rose by The Weasley family which is a lovable, protective, care, disciplines, and kind hearted family. The Weasley is one of a pure wizard family which has a simple life and lives in a small cottage. Moreover, lovable and protective family makes Ron becomes lazy, less confident, confuse in making choices and get jealous easily because his parents give him a lot of comfort, love and also protective so it makes Ron confuse to take a decision without their parents.
Adults such as parents or teachers are the important element so that the students can learn well. The teachers and adults can use both of the strategies as the learning tools which may guide the students to achieve their goals. Scaffolding and Cooperative Learning have some effect towards the student's development such as their confidence to decide or choose the solution which also lead them on how to solve the problems by using their own creativity which is related its effect in emerging the students' curiosity and creativity. Through, scaffolding and cooperative learning may affect the students' curiosity in searching the information well and become active in the class by answering some questions or show their performance in order to get the experience. Besides, it also influences the students' skill and ability because of the experience they can mastery the materials well and apply their

knowledge in their daily life and also it may affect the students to explore about the material which seems strange and new for them. Moreover, Cooperative Learning also affect the Hogwarts

CONCLUSION

Film reflects the daily activity and life of human being. Not only for entertaining, film also can be the media of learning for both teacher and student. "Harry Potter and The Chamber of Secret" is a film which contains teaching strategies and method especially scaffolding and Cooperative learning strategies that may inspire the teacher to use at the school. There are dialogues and act which represent the scaffolding in some characters as Mrs. Weasley, Severus Snape, Hagrid and Mrs. Sprout. It represents offering explanation, modelling inviting students' participation, clarifying and verifying students understanding and inviting the students to contribute the clue. Besides, Cooperative learning also contains the spontaneous learning group which is used by Gilderoy Lockhart in the dueling class. Moreover, there are some effects towards the Hogwarts's such as improving their confidence, creativity, curiosity in exploring the clues and information, emerging their motivation to try and experience the new things about wizardry which lead to mastery the materials well by solving the problems in the Chamber of Secret. In conclusion, the teachers have to be wisely to apply the strategy. Thus, the film may inspire and give some knowledge, information and ideas towards the teachers to use the strategies as their ways in teaching the Hogwarts' students.

students in having the interaction, discussion, or performing in peers which makes the students feel engaged and exciting in the learning session.

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