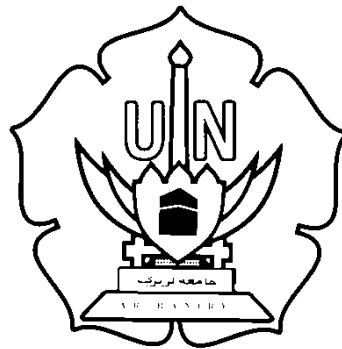


**AN ANALYSIS OF TEACHING STRATEGIES AT ISLAMIC BOARDING  
SCHOOL *PONDOK MADANI* USED ON NEGERI 5 MENARA MOVIE**

**THESIS**



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Banda Aceh, January 17<sup>th</sup>, 2019

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## ABSTRACT

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The aims of this study were to find out teaching strategies applied at Pondok Madani on “ Negeri 5 Menara” movie, and to reveal the teaching strategies that assist the students to reach their academic success. The method used in this research is a library research. The subject of this research was “ Negeri 5 Menara” movie, and the object was teaching strategies in the movie of Negeri 5 Menara. The method of data collection was documentation. The writer used content analysis to analyze the data since the data were taken from words and dialogues of the movie. To present the result of this research, the writer used theory of Wandberg and Rohwer “ Active Teaching Strategies and Learning Activities”. The result of the research showed that there are seven teaching strategies practiced at Pondok Madani. Those are building teamwork, critical explanation, demonstration, field studies, lecture, role play, and think alouds. The teacher in this movie select and apply apprioate teaching strategies, it will help student in developing knowledge obtained and academic skills. Thus, movie is inspiring and suggested to be watched. In addition, future teachers and teachers can adapt the teaching strategy and incorporate into the classroom.

## TABLE OF CONTENT

<b>APPROVAL LETTER .....</b>	<b>..ii</b>
<b>MUNAQASYAH LETTER.....</b>	<b>iii</b>
<b>DECLARATION OF ORIGINALITY .....</b>	<b>.iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>.. v</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF APPENDICES .....</b>	<b>. x</b>

### **CHAPTER I : INTRODUCTION**

A. Background of Study.....	1
B. Research Questions .....	1
C. Objectives of The Study .....	4
D. Benefits of Study .....	4
E. Terminology .....	5
1. Teaching.....	5
2. Teaching Strategy.....	5
3. Student .....	6
4. Movie .....	6

### **CHAPTER II : LITERATURE REVIEW**

A. Teaching.....	7
1. Definition of Teaching .....	7
B. Teaching Strategy .....	8
1. Definition of Teaching Strategy.....	9
2. Types of Teaching Strategy .....	10
C. Definition of Islamic Boarding School.....	17
D. Movie .....	17
1. Genre of Movie .....	18
E. Synopsis of The Movie Entitled “ Negeri 5 Menara”	21
F. Previous Studies.....	24

### **CHAPTER III : METHODOLOGY**

A. Type of Research.....	31
B. Data .....	31
C. Technique of Collecting Data.....	32
D. Technique of Data Analysis .....	32



#### **CHAPTER IV : FINDING AND DISCUSSION**

A. Result	
1. Building Teamwork .....	34
2. Critical Explanation .....	36
3. Demonstration .....	37
4. Think Alouds.....	39
5. Field Studies.....	41
6. Lectures .....	43
7. Role Plays .....	43
B. Discussion .....	44

#### **CHAPTER V : CONCLUSION AND SUGGESTION**

A. Conclusion.....	49
B. Suggestion .....	51

<b>REFERENCES.....</b>	<b>52</b>
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#### **APPENDICES**

#### **AUTOBIOGRAPHY**

## **LIST OF APPENDICES**

- Appendix 1 : Recommendation Letter of Conducting Research from  
The Faculty of Education and Teacher Training
- Appendix 2 : Cover of *Negeri 5 Menara* Movie

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of study**

A number of students studying at schools have steadily increased from year to year. To succeed in school, they must develop not only knowledge obtained, but also academic skills. Those skills involved by teaching. Moreover, teaching is designed to guide them in learning new skill, knowledge and value. Consequently, teaching can be seen as process to assist student learning.

On one hand, teaching means considerably more than just guiding a student to learn and gain knowledge. Imparting some information to them, facilitating the student acquire some skill, changing and modifying the attitude of students and giving experiences of life to them are becoming essential in teaching. Indeed, teaching has been recognized as a complex activity where the teaching process is no longer a simple activity of guiding students learning.

Further, the research indicated that teachers faced many problems in teaching process. For instance, Humaini (2011) stated that, in reality, teachers still lack mastered the learning material, teachers are not capable to apply the appropriate teaching method and strategy. Additionally, they are not competent in self-discipline workers as professionals. Correspondingly, as Nasikhul (2017) confirmed, problems encountered by most of teachers in Indonesia in teaching

process, including managing the classroom environment, selecting appropriate model and strategies for teaching, providing tools and multimedia to support teaching-learning process and establishing positive teacher-student relation such as well interaction and response which favorable to one another. Nevertheless, those problems can be solved through teaching strategies that designed and applied by the teachers. In this case, teaching strategies are a way for a teacher to organize learning activities such as learning presentation, learning management and use of learning resources which can support teacher to create efficiency and effectiveness in learning process.

Then, to meet the students interest and needs, a good learning environment, there are a number of ways need to be applied. One of the ways is, teachers apply appropriate teaching strategies where the teachers are encouraged and expected to select teaching strategies that support students in learning process and developing knowledge obtained and academic skills. For this reason, the writer reveals several teaching strategies which can be applied by teacher during learning activities. According to Wander & Rohwer (2009), there are twenty interesting teaching strategies that can be selected by teachers. But the writer in this study presents seven of twenty teaching strategies which includes building teamwork, lecture, think alouds, role plays, critical explanation, demonstration, and field studies.

Those strategies were taken from a movie. The movie is inspired by a true story. The story of this movie is adapted from author's true story of the first book in a trilogy written by Ahmad Fuady entitled *Negeri 5 Menara*. Further, the writer took the movie because it is very entertaining, movie giving a practical example of teaching strategies and a good teaching strategies that supported student learning and developing knowledge obtained and skill. Moreover, this movie focuses on six students who come from a different province in Indonesia where they studied in Pondok Madani and motivated to pursue their dream become a successful person. The strategies of teaching successfully help them to reach their dream. In addition, interesting side of the movie, there is powerful motto “*Man Jadda Wajada*, who really work he will succeed”. This motto was successfully motivating the students which hold by them until graduated from *Pondok Madani*. Because of that reason, the writer decided to select this movie as main reference in this study. Furthermore, the writer believed that this movie has positive relevance with education, especially for teaching process. Therefore, the writer conducts the study about analyzing teaching strategies at Islamic Boarding School *Pondok Madani* on ‘*Negeri 5 Menara*’ movie.

## **B. Research Questions**

From the background of study that contributed to the initiation of this study, the writer formulates research questions as follows.

1. What are the teaching strategies practiced at *Pondok Madani*; in the movie of *Negeri 5 Menara* ?

2. How the teaching strategies in *Pondok Madani* help the students to reach their success?

### **C. The Objectives of Study**

Based on research questions above, the writer has some objectives of the study, they were:

1. To find out the teaching strategies practiced at *Pondok Madani*; in the movie “Negeri 5 Menara”.
2. To reveal the teaching strategies that assist the student in achieving their goals.

### **D. Significance of the Research**

1. The writer expects that the result of study would be used as reference for teachers to employ effective strategies that help each student to learn.
2. To enrich researcher and readers knowledge about a variety of different teaching strategies need to be applied in teaching and learning process.
3. To remind the researcher and readers about importance of strategy for a process of teaching and learning.

## **E. Terminology**

The writer in this part explains the meaning of some terms are frequently used in this study briefly to avoid miss understanding for readers. There are:

### **1. Teaching**

Teaching refers to a condition where a teacher and students interact and the teacher assist students to learn knowledge that student might not know yet and how to do something (skill) by guiding the learning process, giving instructions and providing with knowledge, student then process that knowledge or skill. In support of this, Brown (2007, p.7) stated that teaching strategy is process of guiding and giving instruction, facilitating knowledge which is used for causing somebody to know and understand.

### **2. Teaching Strategy**

Stone and Morris (2011) in their book define teaching strategy as the principles, structure, methods and techniques, procedures that teacher used during teaching and learning process. In short, teaching can be defined as specific action to assist students learning. In this study, the researcher focused on teaching strategies that help student learning, appropriate teaching strategies that supported them in learning and developing knowledge obtained and academic skill. Certainly, the term of teaching strategy in this study refer to methods used to assist students learning.

### **3. Student**

Based on Merriam-Webster dictionary (2017), student can be defined as a person who studies something, especially in school or in any teaching environment. It means that student is a person formally engaged in learning.

### **4. Movie**

Eicar (2017) mentioned that movie is a visual medium which produced by recording images from cameras or by creating images using some techniques such as animation techniques and special effect. Furthermore, he explained that movie is not only made to convey a story but also complex information about lots of things which has a specific purpose such as for entertaining or educating purpose. For example, a movie that has positive relevance with education, it can be a good movie for educating.

From the explanation above, movie can be defined that media can be used as a reference not only for entertaining but also for educating. “Negeri 5 Menara” movie was movie that has positive with education. Therefore, the movie is main reference for this study.



## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the writer explains theoretical foundation which related to the topic of this research. There are teaching, teaching strategies, movie, synopsis and previous study.

#### **A. Teaching**

Commonly, teaching is a profession of those who give some actions or activities for imparting knowledge or skill. The teaching process is able to help a person learn new knowledge and skill, especially student, a person who studies in particular things. Moreover, teaching aims to help the student how to do something, giving instruction and providing knowledge. Therefore, when a student learns new knowledge or skill that he might not know yet, teaching can assist student learning.

#### **1. Definiton of teaching**

In educational research, teaching is usually guiding and facilitating knowledge, giving instruction, providing with knowledge which is used for causing somebody to know and understand (Brown, 2007, p.7). Similarly, Manser (2012: 425) stated that teaching can be defined as process of giving instruction and delivering knowledge to a person in order to be understood and followed.

On the other hand, teaching process must have interaction between a teacher and students. Building positive teacher-student relation is important in teaching process, it can create a well interaction and response that favorable to one another. In support this, Morrison (1934, as cited in Kastriyanto, 2012) described teaching as an intimate interaction between a mature person and a less mature person that aimed at designing the education of latter. Moreover, Edmund (2012), mentioned that teaching is an interactive process, primarily involving classroom talk which takes place between a teacher and students and occurs during definable activities.

From the explanation above, teaching can be defined that helping somebody to get retention of information of knowledge or skill. It also indicates that teaching is a process to guide and give instruction, provide some knowledge, convey some information, then make the students mastery in learning or skill.

## **B. Teaching Strategies**

The biggest challenge of teaching is the presentation of a lesson. If the presentation is effective, students can reach the objectives of learning and if the teacher is unsuccessful in this presentation, it is not probably possible to achieve the aims of learning. Thus, a teacher should apply teaching strategies that help him to present the material in teaching process. Teaching strategies refer to the structure, system, techniques, methods, procedures, and processes that a teacher using during instruction( Wandberg & Rohwer, 2009).

Furthmore, everyclassroom has various of different skills. Therefore, teachers must select appropriate strategies to present the lesson that allow each student to learn, a teacher then should apply different strategies that assist each student to learn the material and academic skill.

### **1. Definition of Teaching Strategy**

This part, there are experts give briefly definitions of teaching strategy. For example, Achsin (1980, as cited Kastriyanto, 2012) reconigzed that in teaching process, teaching strategy can be defined as one of the requirements for teaching such as teaching practices, techniques, and comments or suggestions to lead students to be involved in learning process.

Ideally, a teacher uses a set of plan for teaching, including the the stucture, methods, techniques and procedures to help the teacher to determine a successful teaching. Basically, the generalized plan of the whole of the lesson, that is teaching strategies, as well as Stoneand Morris (2011) noted that teaching strategy is designed to plan and organize teaching activities, then the teaching strategy becomes a set of plan of the whole of the lesson which includes the objectives of instructional and structure, and tactics outlines the plan that is necessary in teaching.

More importantly, teachers have to know whom target learners before selecting a teaching strategy. After analyzing the target students and knowing how to engage students learning, teachers can choose the teaching strategy that is appropriate for them. Moreover, teachers are expected select and apply teaching strategy that not only help students learn the lesson, but also develop skill.

Specifically, Steve (2013) writes that “ Teaching strategies refer to methods used to help student learn the desired course content and be able develop achievable goals in future.”

In short, in teaching term, teaching strategies refer to the structure, a set of system, methods, techniques, procedures which used by teacher during teaching process.

## **2. Types of Teaching Strategies**

There are several teaching strategies that often teacher employs to assist student learning. For example, a lecture teaching strategy, teacher select this strategy where students are expected to simply listen, it is possible to create a passive learning process and also the students can get bored quickly.

Conversely, a teacher may select role plays. Role plays is common strategy that used by teacher. This strategy can be used to demonstrate or take on the roles of situations that related situation being studied. To apply this strategy, teacher may require a few days for student to research and prepare their demonstration of role. It is often important to remind students the specific purpose of this activity.

Further, this study used theoretical foundation based on Wander & Rohwer framework. Wandberg & Rohwer (2009) stated that teachers are expected to design and modify activities teaching. When necessary, the teachers are encouraged to adjust teaching strategies with teaching activities to assist

students, to meet student needs and the learning objectives. Therefore, there are a number of teaching strategies that they suggest , as follows :

a. Assignment with choice strategies

This strategy allows students to choose how they will demonstrate that they have learned. Some students may select to demonstrate their learning by writing or speaking, others by drawing or illustrating.

b. Brainstorming

Brainstorming is one of favorite strategies that applied in classroom. Because this strategy is a simple strategy that designed to draw out numerous, creative, inovative, imaginative, inventive ideas, and resourceful.

c. Building teamwork

Building teamwork applied in classroom when teachers want to know the diversity of experiences and abilities of each students in the class. Then, the teacher asks students in a small group to prepare a group to resume several items such as hobbies, talents, favorite class and any information that a student wishes to share with other students.

d. Critical Explanation

Critical explanation is a strategy that asks students to think about reason or factors that might explain the cause of some problems. The key word of this strategy is *might*. For example, questions that asked teacher.. Can you think of reason?.. What might explain...?

e. Demonstration

Demonstration is still remain the most effective strategy to perform a task using sequential instruction. In other words, the best way to teach “ how” is to “ show how”.

f. Field Studies

Field studies are strategies that give and provide students with an opportunity to learn about problem solving of some problems in their community.

g. Group Summarizing

Group summarizing allows students to summarize what they have observed. Then, students share it in front of class or submit to teachers.

h. Group Work

Group work provides every students the chance to speak, to share their ideas and information and to develop the skill or working with others. This strategy is designed to create the creations of a project, a problem solving and a decision making.

i. Thinks Alouds

This strategy assists students in thinking process. For example, when the teachers read or describe a problem, illustrate the problem for all students to hear. Then, students process the problem and find problem-solving.

Besides, Flode (2010) said that teachers must apply appropriate teaching strategies that support student learning and motivate them intern to learn , it is really essential helps teacher to meet a successful teaching and learning outcomes. There are some strategies that she suggests, bellows:

a. Giving Praise

Praise is one common teaching strategy which used to encourage student's idea, opinions or some non-verbal communication including smiles or pats the back on. It is sometimes can be as old strategy. So, it is avoidable even though the function of this strategy as part of social reinforcement.

b. Giving Reward

This strategy is one of popular strategies that applied in classroom. Rewards becomes a form of activities can be in first time in during teaching process free time and being excused from some unpleasant moments or tasks.

c. Stimulating Tasks

To apply this strategy, many aspects should be considered to teach purpose of given a task. For instance, a teacher will not give a complex or difficult task as developing competence. A complex or a difficult assignment is not work to motivate students. Similarity, uninteresting task also will not work better than too difficult task, even too easy task.

#### d. Giving Choice

Giving students the chance to work based on their choice, it will to be responsible to complete their assignment because students are motivated to work by themselves rather than controlled.

#### e. Using Pictures

This strategy, the students are expected talk more than a teacher. By showing pictures, the teacher will talk less and ask to students talk more to express their own opinion or idea about the pictures. The function of visual aids is to encourage students pay attention during the learning process. So, students are not easily getting bored.

Moreover, Sarah (2018) stated that the classroom has a dynamic enviroment. Being an effectevie teacher therefore requires a good pratical teaching. For example, the implementation of creative and innovative teaching strategies in order to find student's individual needs. Therefore, she gives a range of effective teaching that teacher may apply to inspire his or her classroom practice.

#### a. Visualization

The concept of this strategy is helping students to undersatnd how their schooling applies in the real-world. It is indicates that this strategy bring academic concepts to life with visual and pratical learning experiences. Interactive whiteboard to display photos, audios, and videos are the examples of visualization.



b. Cooperative Learning

Cooperative learning helps the teacher to encourage students of different abilities to work together by promoting small group or whole class activities. Students express and share their ideas verbally. Indirectly, this strategy develops their self-confidence, as well as enhances their communication skill and critical thinking skill that are important throughout life. Solving mathematical puzzles, acting out short dramas, conducting scientific experiments are a number of examples how cooperative learning can be incorporated in a classroom.

c. Inquiry-based Instruction

Inquiry-based instruction encourages students to ask questions and investigate their own ideas. In other words, this strategy helps students to improve their problem solving, and to gain a deeper understanding of academic concepts.

d. Technology in the classroom

In the 21st century, digital media surrounds people and affects all aspects of our life. One of them is education, especially teaching process. Incorporating technology in teaching process is a great way to actively engage students to understand new academic concepts through interactive whiteboards or mobile devices. Mobile devices such as an iPad or tablet that can be used in the classroom for students to record results of learning, take photos and videos. Then,

incorporating educational programmes, it is a way to make formative assessment.

In the same way, Zulaiha and Halida (2017) explained that technology influences the educational goal. Today, most of students can choose their own learning. It is caused by using technology, they frequently use a smartphone application, music, video or film in their study. These strategies are known as autonomous strategies. Thus, they define that autonomous learning strategies is a customized way of the learning applied by individual, not only to find out his or her own learning needs and goals, but also decide the most appropriate way for his or her own learning.

In addition, Gray (2018) argued that teaching strategies are divided into two major categories. Teacher-centered strategy focuses on the expertise of the teacher to convey knowledge to the students. Student-centered focuses on the active of learning where a teacher facilitates instruction for students and students take a more active role in the process of teaching. Then, he mentioned that lecture and dictation are the examples of teacher-centered. Cooperative learning, brainstorming, role play, demonstration, inquiry-based instruction, social media, experiment and many more are the examples of student-centered strategies.

However, there are many teaching strategies that can be employed to help and attract students learning, but not all strategies are equally effective. Some will be more successful with some students and less successful with others.

By practicing the various of strategies of teaching, teachers will know and realize which are strategies is most effective in learning process. Moreover, teachers should be careful to select a strategy that is most likely to assist students to achieve the objectives of learning and do not be afraid to change the activities of teaching –learning process.

### **C. Islamic Boarding School**

Budiyanto (2017) stated that the term *Islamic boarding schools* in Indonesia can be defined as an institution of education and teaching lesson that emphasized and supported the Islamic religion as residence dormitory students. In Indonesia, an Islamic boarding school is well-known as *Pesantren*. Then, he explained that along with the time, Islamic boarding schools are growth, including in term of teaching system. Pesantren modernization and changes to make developmet of teaching system. Pondok Madani is an example of modern of Islamic boarding schools which has modern system in teaching, students not only learn about religion such as Nahwu, Tauhid, Hadist, and Fiqh, but also they learn common lesson which includes foreign language and social skill. Moreover, teachers in Pondok Madani is not only apply traditional teaching strategy such as memorizing the lesson, teachers also apply a number of teaching strategies that support students learning.

## **D. Movie**

Vaden (2015, p. 90) confirmed that movie is a combination of drama and photography. It is also known as a visual medium since spectacle is one of the important component of movie. Moreover, he explained that sometimes movie fails to adequately convey story, especially imagination. It is because movie cannot picture the world of story like the human imagination and as a visual medium.

Eicar (2017) noted that that movie is a visual medium which produced by recording images from cameras or by creating images using so techniques such as animation techniques and special effect. Furthermore, he explained that movie was not only made to convey story but also complex information about lots of things which has a specific purpose such as for entertaining or educating pupose.

From the explanation above, it can be defined that movie is created to convey a story which portrays man's interpretation of life recorded and a set of moving images in order to entertain or educate people.

### **1. Genre of Movie**

Gustafsson and Kaapa (2015,p.2) argued that the term *genre* can be defined as an abstract conception rather than something which exists empirically in the movie. It is a motion picture category based on the similarities in the narrative

elements or the emotional response. They mentioned that genre of movie consist of horror, action, science fiction, the western or the like.

According to Brownrigg (2003, p. 49), there are a number genres of the movie. Those are action, adventure, comedy, crime, drama, mystery, romance, fantasy, and horror.

a. Action

Action movie is one of the genres that involve the concept of good and bad guys, physical action, state of the art special effect, an emphasis on athletic feats stunts and performance, and heroes face some dangers to accomplish a mission. *Mission Impossible* and *Terminator* are the examples of this genre.

a. Comedy

Brownrigg mentioned that comedy movie is a genre focuses on humors. Often, this genre has a happy ending. This type of movie presents a single clown uses another character to bounce his or her humor off. The examples of the comedy movie *A Killer Comedy* and *Mr. Bean*.

b. Crime

Crime movie conveys a story the sinister actions of criminals or mobsters, often bank robbers, underworld figures, stealing and murdering their way through life. Generally, the ending of the story

is about solving crime and work out what happened. The examples of this genre *Running Scared* and *Memorief of Murder*, and many more (Brownrigg, p. 52).

c. Drama

Drama focuses on the plot and the script, usually drama movie allows viewers to feel sympathy since this genre conveystragedy in some aspect, moral value through emotion, and whose story is told through the dialogue that demonstrates and portrays relationships.

d. Mystery

This genre focuses on the efforts of the detective or private investigator to solve the mysterious circumstances of a problem, usually a detective finds clues of an issue by investigating. *Sherlock Holmes* is the example of mystery movie.

e. Romance

Johnson and Homes (2007, p. 19) confirmed that romance is movie about love story. This genre has number of themes such as fantasy, love, adventure, and always has the heroic overcoming impossible struggle to be with his true love. *Titanic*, *Romeo and Juliet*, *Declaration of Love*, and many moreare the examples of this genre.

f. Science Fiction

Burns theorised that science fiction refers to the conscious rather than the unconscious, gimmicks, speculating on technologyand

relying on society's anxiety about technology and its potential for destruction with the possibility of no future. *The Hunger Games* and *Gravity* are the examples of science fiction.

g. Horror

Horror movie conveys a story to frighten and challenge viewer's hidden fears, usually in shocking finale, terrifying, but at the same time captivating and entertaining viewer in a cathartic experience. *The Insidious*, *Mama*, and *Annabelle* are the examples of horror movie.

**E. Synopsis of the movie entitled “ Negeri 5 Menara”**

“Negeri 5 Menara”, a film based on the novel by *Ahmad Fuady* and directed by *Affandi Abdulrahman*. The background of story took place in the edge of *Lake Maninjau*, west Sumatera where Alif and his family lives. Alif the main character on the movie never went out from his hometown. His childhood day was playing soccer in a paddy field, and swimming in the blue water of lake maninjau.

After graduating from junior high school, he was eager to continue his study in a public school, but his mother had different plan for him and wanted him to attend an Islamic boarding school. She wished Alif become *hamka* (a muslim scholar). Halfheartedly, he decided to follow his mother's wishes.

Afterward, he and his father went to the city on east java, called ponorogo. His father accompanied him to enroll an Islamic boarding school in the city. Alif took an entrance exam, he passed test. Then, he continued to study in *Pondok Madani*.

On the first night in Pondok Madani, Alif and other santri (student) introduced themselves one by one and followed by reading *Qanun* in each room the dorm. Although Qanun was unwritten rules, all students have to obey the rules. Because the court was ready to give punishment to them, if they did not obey the rules.

On the first lesson in the day in class, alif was fascinated by powerful slogan” Man Jadda Wajada.” “ he who gives his all will surely succeed.” Besides, he was motivated by Kiai Rais Akbar. He was the head of Pondok Madani and role model for student in PM. In his speech, Kiai Rais explained that studying Islamic education is not an obstacle to achieving a dream, instead studying Islamic education gives the chance to us to reach our big dreams.

He made friends with five boys from across the archipelago, they were Raja, Said, Baso, Atang , and Dulmajid. They quickly becomes friend because they got a punishment. Alif and his friends broke the rules, they came late to the mosque when time for praying were coming. Consequently, they were getting closer. Since, they often gathered and learn together if they were tired of discussing of learning and dormitory life. Therefore, they were looking for a nice place to discuss their problems. They chose beneath the Pm’s Minaret. They become known as Sahibul Menara, The Fellowship of the Minaret.



Beneath the Minaret of Pondok Madani, the boys gaze at clouds on the and had create own their imaginations. Alif interpret the clouds on horizon as the American Continent, while *Raja* disagree with alif's opinion on seeing the continent. Otherwise, baso and atang agreed with alif's idea and believed that the clouds above thier head was egypt and middle east. In addition, Said and Dulmajid said that the clouds were shaped like Indonesia.

Futhermore, the examination began. Alif and his friends could followed the examination as well. On holiday, Alif, Baso, and Raja did not go home. Atang invited them visit Bandung. In following day, they went to surabaya because said invited them. They went to Bandung Institute of Technology (ITB) and heard Habibie 's speech. Then, holiday was finish, the result of the examination was good.

At the six grade, Alif got a letter from Raindai, his best friend who entered to senior high school in Bukit Tinggi. He sende a letter about his study there and his entered it. It made Alif became sad and jeaolus. However, he tried to accept his situation and written a letter to his mother asked apologize after llistening kiai rais's speech about *birrul walidin* ( attitudes and actions dedicated to parents). In this year, Alif and his friends prepared the show of year six. When they prepared the show, Alif , Atang and Said got a punishment that was bald head because they went to surabaya without permit to Ustad Torik.

After the show was ended, there was bad news. Baso told them that he quited from pondok madani, his grandmother was sick. Before that, he told them about his family and his reason memorized al- quran. It inspired Alif to decide to go

home. He sended a letter which contents that he wanted to go home. His mother disagreed, his father then came to pondok madani. His father said to him never give up because Alif has decided to sign up for the national high school examination. Eventually, he agreed to continued his study in Pondok Madani.

The exam finished, the exam was both writing and oral test. For oral test, alif got a good scored in arabic, he could speak and speech arabic fluently in Pondok Madani. Besides, all of the Fellowship of the Minaret had passed. On that night, there were a judicium and a farewell sermon. At the same time, Raja received a letter from Baso, he taugh arabic and alquran memorized. Finally, the Fellowship of the Minaret graduated from Pondok Madani. Next morning, they went home.

A few years later, in trafalgar square, london. Alif, Raja, and Atang met again at the occasion of the inter- faith world. Then, they stayed at raja's apartment and he had a year staying in london. Alif had three years living Washington D.C as journalist of tempo (VOA reporter) before meeting them. In another place, Atang had been studying a doctoral science of hadith in Cairo, Al-Azhar, while Said and Dulmajid worked to together found an islamic boarding school with Spirit of Pondok Madani in Surabaya. Baso received a full-scholarship to continue his study in Mecca. But, Said, Dulmajid and Baso met again at the national occassion of the Islamic school in Jakarta. In conclusion, their dream came true like what they often painted in the clouds above at Minaret Pondok Madani when they were a student at Pondok Madani.

## **F. Previous study**

There was research regarding the literary analysis of teaching strategies. One of them, Kastriyanto's strategies for teaching children in *tottochan*; the Little Girl at the Window Novel. This research had done in 2012. The research was qualitative research. By using qualitative method, the researcher identified and described the strategies were used in the novel. In his research, he discussed many strategies of teaching young learners. The strategy was not only for indoor activities, but also outdoor activities. In the end of his research, he concluded that there were a lot of strategies in teaching children such as field studies, assignment with choice, group work and note taking. This was a thesis about analyzing teaching strategies in general.

Specially, since this study relied on the movie 'Negeri 5 Menara' which the story of this movie was adopted from novel written by Ahmad Fuady entitled "Negeri 5 Menara", the writer presented the previous studies regarding "Negeri 5 Menara" movie and "Negeri 5 Menara" novel. One of them was a thesis written by Ariyanti (2012) entitled "An Educational Values in Ahmad Fuady's Novel Negeri 5 Menara". She used descriptive method. The data collection was taken from the novel. In her research, she tried to analyze literary elements of the novel and its correlation with educational values. In addition, she tried to find out the educational values as how the values were presented in the novel. She analyzed them in descriptive explanation. The, she concluded that educational values should be introduced by parents to children early. Because family is the first place for children to grow up.

In addition, Yuliana (2017) conducted the research about educational values. She conducted the study under title “An Educational Values in Negeri 5 Menara Novel by *Ahmad Fuady* ”. The problem of her research was how the value of education in the novel *Negeri 5 Menara* work. While the purpose of the study was described the educational values in the movie. The study was a literature research. The source of data in her study was the novel negeri 5 menara. Then, the data analysis were taken from the text of the novel which consist of item such as pieces of the story in the form of word, phrases, clauses, sentencesntes, and parargpagh. In the result of the study, she found that the value of education in the novel was the value of religious education, the value of moral education,the value of social education and the value of cultural education.

Further, there was a research has been conducted by Purnomo (2016) entitled “ The values of Islamic Education; Novel Negeri 5 Menara”. This study aimed to determine The values of Islamic Education in the novel and its relavan with education material Islam in junior and senior high schools, this was a library research. In his research, data collction using documentation techniques, by collecting existing literature. Whereas, the techniques of data analysis the researcher used content analysis, data reduction, and interpretaion method. Finally, the result of the research showed that the values of Islamic education divided into three catogories. Fisrt, the Aqidah value, it was value to approve of allah. Second, the Syari’ah (worship) value, study , pray together, memorize the qur’an were the examples of worship value. Last , the Moral value which included sincere, honest, patience, forgiving, tawakal, obedient to parents, brother hood,

and hard work. Then, the relevance the novel to material education at junior and senior high schools included: (1) the Aqidah value; faith to Allah (2) the Syari'ah (worship); the spirit of study, pray required together, and keep up the qur'an, al-hadith, and ijtihaad (3) the Moral value; the behaviour of patience, sincere, and forgiving, the behaviour of honest and istiqomah, the behaviour of respectful, and obdience to parents and teachers.

Besides, the next research was Rois (2013). He conducted a research under title "Semitic Analysis On 'Negeri 5 Menara' Movie". The purpose of the study was to know the meaning of Ukhuwah Islamiyah in the movie 'Negeri 5 Menara'. The study was a qualitative descriptive analysis. Further, he presented the result used the theory of Roland Barther "denoted, connotation, and myth". In the the of his research, the result showed that *ta'aruf* (to know each other), *tafahum* (to understand each other), *ta'awum* (to help each other), and *tafakul* (to bear the burden together).

Then, there was a research about the intrinsic elements of the movie 'Negeri 5 Menara' has been done by Murza (2014). He conducted the study entiled "an analyis instritic elements of the storyline, the actor, and the back ground ((Based On Negeri 5 Menara Movie)". In his research, he tried to analyze the instritic elements of the movie. The method used by the researcher was desriptive qualitative method. The data source of the research was document, it was taken from the movie 'Negeri 5 Menara'. To analyze data, he used content analysis. Then, the result of the study showed that the instritic elements of the movie were consist of exposition, complication, climax and revelation.

In addition, the research was a research conducted by Iestari (2014). She conducted a research entitled “ the Value of Optimism in the movie “ Negeri 5 Menara”. This study aimed to know description of the value of optimism on ‘ Negeri 5 Menara’. The researcher used a qualitative research. The subject of her research and the object of his research was the movie, and the object of his research was the value of optimism in the movie “ Negeri 5 Menara”. In her research, she used the documentation as data collection, and the data analysis using an analysis based on the theory of semiotic triangle meaning written by Charles Sanders Peirce. Then, she found that optimism closely related to a person’s motivation life. The value of optimism were high–self confidence of main character in the movie to reach his big dream, motivating himself, and finding solve problem.

Furthermore, the research has been done by Fitri (2017) entitled “ The Messages of Da’wah in the film “ Negeri 5 Menara” in which discussed (1) the messages that conveyed by the director on ‘ *Negeri 5 Menara*’ movie (2) the purpose of messages of da’wah in the movie. This was a qualitative research, the researcher used content analysis to analyze the messages of da’wah. The source of data were taken from the movie, and another source taken from literature work such as da’wah science and communication science. The method of collecting data in her research used observation and documentation. While, the techniques of data analysis, the researcher used theory analysis of R. Holsti, it was used to answer “ what, to whom, and how” of a process of communication. In the end of the study, she concluded that the essence messages of the movie was “ man jadda wa

jadda, who really work he will succeed ”, and other messages of da’wah were amar ma’ruf nahi mungkar, suggestion and motivation, and obedient to parents and teachers.

The next research was conducted about Representation Education at Islamic Boarding School based on the movie. The research has been done by Hartiningrum (2017). The objective of the study was to find out the representation of the Islamic boarding school education. This research used a qualitative method. The techniques analysis of data used the theory of the codes of television ( John Fiske, 1987). The result of the research indicated that the movie ‘’Negeri 5 Menara’’ Islamic boarding school described as education institution taht have modern system yet still have tradional elements which was attached tho the education in the Islamic school. Then, she also found that there were scenes in the movie which showed the modern system, the student not only learn about religion such as fiqih, nahwu, tauhid, hadist, and memorize al- qur’an, they also learn common lesson, including foreign language and social skill.

Since this study was analysing teaching strategies based on the movie, it was linked to Bawani’s the Role of Teacher in applying teaching strategy in dangerous minds movie. This was a library reseach. Then, he used two types of research approach. They were exponential approach and therories of pedagogy which was related with the sociological literary approach. In his research, the techniques of clollecting data was documentation techniques. While, the techniques of data analysis, the researcher used content analysis and intrepetation method. From the discussion in her research, it could be said that in *dangerous*

*Minds* Movie, Lou Anne Johson was a teacher that have a interesting method to teach her students, it was a great way to make her student become closer to her. The result of the reaseach showed that Miss Johson applied some teaching strategies in teaching process such as direct contact, one to one precepting, and role modeling. Therefore, the writer could compare to her research, and followed the method how to collect data and how to analyze the data, and presented the result of the research.

Obviously, there were similarity and differences between this study and previous study. One of them, the previous study about the role of teacher in applying teaching strategy in *Dangerous Minds* movie by Bawani. The similarity between this research and the perivous study was focused on teaching strategies that applied by the teacher. While, the diffrences between this reseach and the research has been conducted by Bawani was the data source and focus of research. In this research the writer took the data from ‘Negeri 5 Menara’ movie. Then, this research not only focused on the teaching strategies that applied at pondok madani, but also how the teaching strategies help students in achieving their success. Additionally, the previous study only covered two catogories of teaching strategies, but in this study presented four catogories of teaching strategies which included Inquiry –based Instruction, Teacher-Centered and Student-Centered strategy, Cooperative Learning, and One-to-One Precepting.



## **CHAPTER III**

### **METHODOLOGY**

In this chapter discusses the method that was adopted by this research. Therefore, the types of research, data source, techniques of collecting data used and data analysis are presented by the researcher.

#### **A. Type of Research**

This is a library research. Library research is a research which is conducted by collecting from scientific data and information in the form of theories, methods, or approaches and had documented in the form of books, journals, manuscripts, records, historical records, documents and others were available in the library (Prastowo, 2012, p. 81). Accordingly, this research deals with literary work.

#### **B. Data**

For this research, there were two types of data collection. The first one was primary data, the writer collected data using analysis of the movie ‘‘Negeri 5 Menara’’ from YouTube record. The secondary data, the writer took from another book and documentation for adding information such as theory of teaching’s book, theory of teaching’s strategy and dictionary.

### **C. Technique of Collecting Data**

To collect data, the writer collected the data from non-fiction story of Negeri 5 Menara movie. Also, the writer sought for other information that was relevant and appropriate with research question. In collecting data, the researcher did some steps. First, writer chose the movie as the research object and watched movie rapidly. Then, the writer selected important parts related to object of the research. Next step, the writer classified the data. After classifying the data, the writer arranged the data into seven categories of strategies in teaching such as demonstration, building teamwork, lecture, think alouds, role plays, critical explanation and field studies. Then, the writer selected the relevant data to make sure and confirm whether the data were applicable to theory. Last step, the writer reported the data.

### **D. Technique of Data Analysis**

As the writer employed with library research and the data taken from movie. Therefore, the data relied on the movie. The writer used content analysis to interpret the data. According to Hostli (2011) content analysis is a technique to analyze the content of text from a book or documentation. Then, drawing conclusion from them where there were procedures such as find out the characteristic of message from the text and conducted objectively and systematically.

For this research, the data which were taken are categorized into demonstration, building teamwork, lecture, think alouds, role plays, critical explanation and field studies.

Before the data were categorized, the writer extracted teaching strategies from the movie. The writer classified data. Since the researcher used content analysis, the data was analyzed systematically and objectively which using two procedures. First, the writer analyzed the movie by watching carefully and repeatedly. Watch them repeatedly in order to help researcher to find relevant data with the object. Second, reading the transcript of movie to understand deeply the object of this study.

After analyzing the data used content analysis, the writer used descriptive qualitative for presenting data. Taylor, Bogdan & DeVault (2015) stated that qualitative method is qualitative conceptual for presenting the data. Since the data presented used descriptive qualitative, the writer used textual analysis since the data from the dialogues and word from the movie. Vanderstop and Johnson (2008) stated that textual analysis is about identification and interpretation of verbal and non-verbal signs. Therefore, in this study describing and presenting the data descriptively.

## CHAPTER IV

### RESULT AND DISCUSSION

This chapter presents the research findings. It is intended to answer the research questions of the study in finding, the researcher describes the process of analyzing and presenting the result. While, in the discussion section the researcher analyzed the finding.

#### A. Result

The researcher did the research and got the complete data from the movie. After collecting data, the researcher analyzed the data for a week to find out teaching strategies at Pondok Madani on '*Negeri 5 Menara*' movie. Finally, the result of findings are there are seven teaching strategies practiced at Islamic Boarding School *Pondok Madani*. Building teamwork, critical explanation, demonstration, field studies, lectures, role plays, and think alouds are the examples of teaching strategies that apply at *Pondok Madani*.

##### 1. Building Teamwork

This strategy is designed to know student ability and experience diversity in the class. Students work in a small group to discuss and resume consist of items such as hobbies, talents, favorite class, travel, and any information that they want to share with other students.

In this movie, teacher asked Alif, his friend and other students to perform a show for art festival in Pondok Madani. In making project, they list what their hobbies and talents. Then, they resume all their hobbies and talents. Students who have the same hobbies and talents in one group or team.

**Baso** : Guys..., we have to create a history ! Do you know art festival? Art festival will be held in the next two weeks

**Said** : You're right . But, the festival was only for third and fourth grade

**Atang** : We are still second grade

**Baso** : In fact, there is no written rule for anyone who want to participate

**Dulmajid** : And also, what do you know about interesting fact of the festival?  
Kiai rais as one of the judges for the festival.

**Baso** : So, we should perform a performance. What a project that we have to do?

All of them replied to baso.

**All of them** : A person who has the same interest and talent in one group.

**Baso** : Deal!

**Alif and**

**His friends** : We can do it! Man jadda wa jadda

( retrieved from 1 : 24: 30 to 1 : 26 : 10)

Next, they listed and resumed their hobbies and talents. The result was some student would perform traditional dance, and other students would perform a theater or a drama.

## 2. Critical Explanation

In Pondok Madani, every student can choose activities what they want to do based on their hobbies or interests. Alif, main character in this movie decided to choose journalism and photography. This section part, Alif was interviewed by Fahmi (the head of Magazine Publisher in PM). He asked Alif to answer a few question. Then, he asked Alif to explain the reason why he thinks journalism is interesting. This strategy is designed to think about the reasons or factors that might explain the cause of some problems.

In Syam Organization

**Alif** : I want to join this club

**Fahmi** : Please, you have read guide book first before you fill the form ( he gives guide book and form)

Alif took the book and form

**Fahmi** : What makes this organization is interested for you ?

**Alif** : Because I love to write

**Fahmi** : Ok. Why a journalist is known as a special person in our lives?

**Alif** : I don't know ( shaking his head)

**Fahmi** : This is the publisher place. Well, let me explain to you. Magazine is a medium of mass communication to convey message to citizen. Magazine has many contents and purposes, including education, social, politic, and entertainment. So ?

**Alif** : ( shaking his head)

**Fahmi** : Next, you can change the world, you can change the point of view of people about an issue in the world by words or sentences that you write or type. That's amazing right ? You get it?

**Alif** : (nod )

( retrieved from 00 : 47: 46 to 00 : 48: 10)

### 3. Demonstration

#### Situation 1

On the first in class. In pre- activity of teaching and learning process. The teacher gave a motivation to study hard for students. He demonstrated how to study hard and what result of study hard. Then, he cut a wooden stick repeatedly until the wooden stick broke into two parts. The name of the teacher was Salman, he was an Arabic teacher and homeroom teacher in Alif's class.

**Ustad salman** : *Assamulaikum*

**All students in class** : *Waalaiakumsalam*

**Ustad salman** : How are you?

**All students** : *Alhamdulillah*, we are fine.

**Ustad Salman** : ( He wrote his name in Arabic) you can call me  
Ustad Salman

Suddenly, he cut the wooden stick with roasty sword. He kept trying cut the wooden stick until the wooden stick broke into two parts. Then, he exclaimed “ Man Jadda Wa Jadda”. All of them looked confused and amazed at the same time.

**Ustad Salman** : “ Man Jadda wa Jadda” ( he said the motto more than twice)

**All students** : Man Jadda wa Jadda ( they said louder and repeatedly)

**Ustad salman** : Remember one thing, students. The most incisive is not always be a winner but the most serious is a winner.



## Situation 2

At badminton court, Alif and his friends went to badminton court. Then, they heard a person who played guitar and decided to visit music class. In the room, they saw Kiai Rais demonstrate how to play well.

**Kiai Rais** : Students, if you play guitar. It should be from the heart not only needed skill. So, it may produce a beautiful sound

All students in the room agree with him

**Kiai Rais** : “ Innallaha Jamil Yuhibbul Jamal” , “ Indeed, Allah is beautiful and He loves beauty”.

( retrieved from 00 : 52 : 56 to 00 : 53: 04)

## 4. Think Alouds

Alif and other students complained about the blackout in the dorm at 9 p.m. Therefore, Alif and his friends want to know the solution of the problem.

**Alif and his friends** : Kiai, we want to ask you about a problem

**Kiai Rais** : Please, one by one

**Atang** : We have a problem. Why there are blackout every night at 9 p.m? What the reason about blackout in Pondok Madani?

**Student** : It might be generator problem

**Atang** : I know it. Besides , the generator problem, is there any else?

**Kiai Rais** : Ok, surely. The generator problem. Do you have another question?

**Atang** : For now, we haven't.

**Kiai Rais** : All right. We can take an example, we create a goverment. I, myself as authoritarian. I provide facilities to you. Further, the problem of dynamic and growth it comes from you. It is called the bottom up goverment. Still get confused?

**All students** : Yes, we still confused ( nod)

**Kiai Rais** : A person who asked a question or problem . Certainly, the person is someone who better know what about his question or a problem. Is it right?

**All students** : So, we have to find out problem solving by oulself

**Kiai rais** : You get it!

**Atang** : Ok, we have to find out the solution. Fisrt, we check the generator then....

( retrieved from 00 ; 54 : 19 to 00 : 56 : 10)

## 5. Field Studies

In following day, after getting explanation from kiai rais. They went to generator room and fixed the generator. The generator was old.

**Alif and his friends** : *Assamualaikum*

**Security in generator room** : *Waalaiikumsalam*

**Alif** : We came here, we wanted to fix the old generator

**The security** : Ok,

**Alif** : Atang, you're the person who understand this problem. So, please lead us.

**Atang** : Let's start. Baso, please checks bearings. Raja and Dulmajid, please check timing chain that we can still use.

( retrieved from 1 : 14: 38 to 1 : 15:10)

They worked together to repair the generator in the room. Finally, they were succeed, the generator have fixed by them. Security, teacher and Kiai Rais give thumb up for them.

In addition, this movie is visualized that Pondok Madani is not a boring school which is well known as naughty student shelter school. In fact, Pondok Madani provides many interesting activities in learning process. Moreover,

teaching process is not always in classroom. Besides, there are a number of activities that can participate such as journalism, sports, theater, english club, and tahfiz quran. In this movie, the main character join journalism club. The purpose of this activities are getting new information, knowledge, and experience from their environment. Because field studies are designed to improve their knowledge and get new experience by selecting many facts around them.

Alif interviewed Kiai Rais as the resource for magazine purpose.

**Alif** : I want to interview kiai, I would like to know Pondok Madani in detail

**Kia Rais** : Please, asks something more specific.

Alif checks questions list

**Kiai Rais** : It seems like you have a number of questions that wants you ask.

**Alif** : Well, my first question is, how much the salary in this school for teachers?

**Kiai Rais** : Salary? We don't know the term salary, here. All of the teacher simply teach because of the sincerity and devotion.

( retrieved from 1: 09:05 to 1:09: 20)

## 6. Lecture

In an Arabic class, they are expected to simply listen about the lesson.

**Ustad** : *Assalammualaikum*, students

**All of students** : *Waalaikumsalam*

**Ustad** : Today, I stand here because Ustad Salman cannot attend the class. Ok, let's start the learning for today.

When explained the lesson, students just listen the lesson carefully.

**Ustad** : What is the key to getting the science and what the factors that makes a person cannot get the science.

( retrieved 1: 22: 48 to 1 : 23 :00)

## 7. Role play

In an English class, Ustad Kharim asks students to take on the role of situations that related situation being studied.

**Ustad Kharim** : This is how we practice our english. Ok, guys.  
Remember your role. Ready action

First group, the member Alif, Atang, and Baso. The situation in city of London. Alif as a traveller, Atang as a pedestrian and he is blind, and Baso as a police man.

**Alif** : Excuse me , sir.

**Atang** : Yes,

**Alif** : Can you tell me , where the Trafalgar Squire is ?

**Atang** : I am so sorry, mister. I cannot help you , i am blind

**Alif** : No problem.

**Alif** : Good evenig, Mr. Policeman, can you tell me where the  
Trafalgar Squire is? I want to take picture for family in  
Washington D.C

**Baso** : Don't worry, just go around this area and go straight. Then,  
you will see the trafalgar square.

## **B. Discussion**

This part presentS the discussion of the research findings. The writer proposes research questions in this study. Therefore, the discussion focuses on the finding of the two research questions. Fisrt, the discussion is about the teaching strategies that apply by teachers at Pondok Madani. whereas, the second discussion is focuses on how the teaching strategies help the students to reach their succes in future.

In order to make the teaching and learning process successful, the teacher should apply some teaching strategies. In this case, teaching strategy is methods

used by teacher to help student learn the academic concepts and be able develop achievable goals in future.

According to Wandberg and Rohwer (2009), there are twenty teaching strategies that can be selected and applied in the classroom. They mentioned that the example of interesting teaching strategies are assignment with choice strategies, workshop, games, building teamwork, critical expalanation, demonstration, field studies, group work, lecture, role play , and think alouds and many more.

But the researcher presents seven teaching strategies. Because the researcher found that there are seven teaching strategies based on the research findings. Those are building teamwork, critical explanation, demonstration, field studies, lectures, role plays, and think alouds. From the reseach findings, those strategies are divided into several categories.

The first category is cooperative learning strategy. Based on the research findings, building teamwork, group work and role play are part of cooperative learning since all of those strategies aks students to work togeher in group, they share their ideas and information with others to develop communication skill. Sarah (2018) stated that cooperative learning is strategy where the teacheencourages students of mixed of abilities to work together by promoting small group or whole class activities. Then, she explained that students express their ideas and respond to other students verbally. It is a way to develop their

self-confidence, as well as enhance their communication skill and critical thinking.

The second category is inquiry –based instruction. Sarah ( 2018) said that this strategy encourages students to ask question and investigate their own ideas. Particurally, this strategy was designed for gaining a deeper understanding of academic concept. The example of this strategy based on the findings was thinks alouds.

Another category is teacher – centered and student- centered strategy. Gray (2018) explained that basically, teaching strategies are divided into two major catogoeirs. First, teacher- centered focuses on the expertise of teacher to impart knowledge to the students. Lecture and dictation are the examples of teacher – centered. Second, student-centered was a strategy that facilitated by the teacher, but student take more active role in learning process. The examples of student-centered were cooperative learning, brainstorming, building teamwork, critical expanation, demonstration, discovery, debate field studies, group work, lecture, role play, and think alouds. Therefore, based on this theory there were seven of eigth teaching strategies that part of student-centered strategy. It indicated that the teachers in Pondok Madani create active learning where the students take a more active role rather than a passive role in learning process.

Last category is direct contact, and one –to-one precepting. In previous study that has been done by Bawani, field studies is part direct contact. Because direct contact straetgy is providing real life setting and context, providing students with



a variety based on experiences and providing continuous feedback directly. Then, building teamwork was part of one-to-one precepting since one-to-one precepting involve the personal interaction problem, and this strategy is promoting development verbal communication skills.

Based on theories of types of teaching strategies in Chapter II above, the researcher indicated that teaching strategies above are relevant to support the students learning. For instance, field studies are designed to improve their knowledge and get new experience by selecting many facts around them. Alif joined journalism club, Alif get opportunity to learn about problem solving in his community, especially in writing problem. Futhermore, finding resources before writing a report. The strategy helps him in writing and reporting a report. After graduated his study in Pondok Madani, Alif a former Tempo & VOA reporter. Then, demonstration strategy. In the movie, Ustad Salman demonstrated how to study hard. He took a sword and cut a wooden stick. He kept trying to cut the wooden stick until broke into two parts. After that, he exclaimed “ Man Jadda wa Jadda”,” whoever strives shall succeed”. This motto was sucefully motivate the students and the motto held by them until graduated from Pondok Madani.

From the discussion above, the researcher concludes that there are a number of teaching strategies need to be applied in teaching process. Because the teaching strategies are very important for student in developing knowlegde obtained and academic skills.

Further, the teacher should apply more various of teaching strategies such as building teamwork, critical expalanation, demonstration, field studies, group work, lecture, role play, and think alouds. These strategies supported students to develop their knowledge and academic skills.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the writer presents the conclusion of the study and some suggestion that hopefully be useful and give additional reference about teaching strategies in teaching process based on the findings as follows.

#### **A. Conclusion**

The reseach was conducted about analyzing teaching strategies at Islamic Boarding School Pondok Madani on '*Negeri 5 Menara*' movie. The study aimed to find out the teaching strategies practiced at *PondokMadani* in the movie '*Negeri5 Menara*', and to reveal the teaching strategies thatassist the students in achieving their succes. The research method was non-experimental. This was library research, the research dealt with literary work. Data was collected through documentation. There were two types of data collection for this study. The first type was primary data, the data were taken from the movie "Negeri 5 Menara". The second type was secondary data, the writer took from another documentation for adding information such as books teaching strategies theory. The writer used content analysis to analyze the data.

Further, the findings of the research are based on the objective of the study, and are discussed as follows. From the research that has been done about an analysis of teaching strategies, the researcher found that there are several conclusions from the analysis. Firstly, there are seven teaching strategies that applied in Pondok Madani. Those are building teamwork, critical explanation, demonstration, field studies, lectures, role plays, and think alouds. Secondly, the movie showed that the teacher in Pondok Madani apply a number of strategies which are different everyday. It was one of the ways to know some teaching strategies will be more successful with some students and less successful with others. By practicing the various of teaching strategies are most effective for students in learning process.

Thirdly, the teachers give an example of practical good teaching where the teacher apply appropriate teaching strategies. When necessary, the teacher was not only expected to select teaching strategies, but also to adjust teaching strategies that helped teacher to meet student needs, and learning goals such as developing knowledge obtained and academic skill.

After analyzing teaching strategies, the writer concludes that there is a relation between teaching strategies and the academic success of student, they support each other. When, a teacher select and apply appropriate teaching strategies, it will help student learning since teaching strategies is designed to support them in developing knowledge obtained and academic skill. In short, teaching strategies help the student in achieving their success in learning process.

## **B. Suggestion**

At the end of the study, the writer proposes some suggestion that hopefully be useful. First, watching movie have many purposes, this is not only for entertaining, but also for educating. By watching movie, we get inspiration, suggestion and motivation to do something. Besides, we can understand and enjoy literature work since movie was part of literature. Hence, the writer that students, especially students of english department to watch and read more about literature work. By studying the literature work, the student can improve their knowledge, vocabulary and pronouncion, get a lot of information a cultural background and can appriate the literature work.

Secondly, the writer expects that this study will be benefial as a source in teaching, especially English language teaching. The teacher can adapt the teaching strategies from the movie and incoprate into the classroom. Consequently, teacher can use the study as refence to apply the various of teaching strategies .

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## TENTANG

**YAHIRI HASSEIN**

- ### Metricity

- Microperforation

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## RETELIA

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## RESULTS

## KEEMPA?

- KELIMA

Ditanyakan di: Nanda Aceh



APPENDIX II: Cover of *Negeri 5 Menara* Movie

	<p><b>Negeri 5 Menara (2012)</b></p> <p>Para Pemain : Andhika Pratama, Donny Alamsyah, Lulu Tobing, David Chalik, Ikang Fawzi, Gazza Zubizaretta</p> <p>Sutradara : Affandi Abdul Rahman</p> <p>Skenario : Salman Aristo, Rino Sarjono</p> <p>Cerita : Ahmad Fuadi</p> <p>Durasi : 120 menit</p> <p>Genre : Drama</p> <p>Produksi : Simple Picture KG Production Million Picture IB Perbankan Syariah</p>
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