The Development of Learning Text Using Max Oxborn's Little Prince: Preservice English Teachers' Points of Views

Arina Risqonah
Dwi Agustina
Pekalongan University
risqarina@gmail.com

ABSTRACT

Finding out a text which is appropriate to students' needs is sometimes not easy. In the pandemic era, however, teachers are required to present texts which are more interesting for students' learning, especially because the learning is done online. Without the presentation of interesting texts, students may get bored to read during their online learning. In order for the teachers to be able to present interesting texts, previous studies have shown that teachers can develop a learning text from movies or films. Referring to the previous studies, the writers were interested to develop English text material using the film Little Prince by Max Oxborn as the learning media and investigate how pre-service English teachers perceived it as a learning text for senior high schools. The research was done by using Borg and Gall's model in which the writers followed were five stages namely initial data collection, planning, initial product format development, initial product testing (in a small scale), and the revision of the product. In this article the writers present the learning text created from the film Max Oxborn's Little Prince along with how pre-service English teachers perceived the text produced in this research as a learning material.

Keywords: learning text, perceptions, film

INTRODUCTION

The execution of public educational plan 2013 in Indonesia has brought changes in students' learning style to take on logical methodologies, where the students will in general be a more active student, and the educators only facilitate the learning. One of the various ways to increase the education quality is through the effort of increasing the quality of the learning materials (Situmorang, 2013). A learning

The Development of Learning Text Using Max Oxborn's Little Prince: Preservice English
Teachers' Points of Views
Arina Risqonah & Dwi Agustina

260

material can be modified with the students' development (Situmorang & Sinaga, 2015). The teacher may also design his or her own materials.

Textbook, module, and booklet are example of the most popular materials (Semingson, et al., 2015). There are also many kinds of media that teachers can use in the teaching and learning processes. One of the examples is audio-visual media. Audio-visual media becomes more interesting with wider content or teaching materials. An example of audio-visual media is film. Film can be an engaging media because film offers virtues, delivered in numerous classes, intriguing with numerous bright liveliness and embellishments, simple and modes to get, and regularly incorporate language and culture content. Particularly in the pandemic time, the teachers were required to present interesting learning texts. The previous studies have shown that these texts can be developed from films.

In 2015, Paramount Animation screened a film called The Little Prince based on Antoine de Saint-Exupery's novel *Le Petit Prince*. *Le Petit Prince* is a French novel by Antoine de Saint Exupéry which is in great demand in the world. The novel known as The Little Prince (English version) was published in 1943 and has been translated in more than 250 languages and has also sold 140 million copies worldwide, making it one of the best books ever published. The film portrays the story of a girl who was taught to love education. The mother requires her daughter to study for her future life and enrols her to join Werth Academy, one of the well-known academies in the city.

As the learning text can be developed from a film, this study aims to develop English text material using The Little Prince film by Max Oxborn as the media. The writers chose the film because it contains several characters that show good characters which are also in accordance with character education in Indonesia. One of the characters in the film has a sense of curiosity. The curiosity possessed by the main character in this film can be used as an example of character education in accordance with the 2013 curriculum that has been implemented in Indonesia. The development of text using The Little Prince film by Max Oxborn is expected to be effective media to provide an overview of character education and can also be used as teaching material for review text in senior high schools.

METHOD

This research was developed by using a procedural model. Borg and Gall's theory was used to do the research. Research and initial data collection, the planning, the initial product format development, the initial product testing (in a small scale), and the revision of the product were some of the steps.

The library research was used to find and to design the generic structure of review text. The questionnaire was used to investigate how pre-service English teachers perceived the text produced in this research

The Development of Learning Text Using Max Oxborn's Little Prince: Preservice English
Teachers' Points of Views
Arina Risqonah & Dwi Agustina

261

as a learning material. The questionnaire contains several questions to gain pre-service English teachers' perception about the development of text using film. The questionnaire consisted of open-ended questions to accommodate respondents' answers.

FINDINGS AND DISCUSSION
The result of library research

As this research aims to develop learning text material using "The Little Prince" film as a review text material for senior high school students, the writers collected data obtained from the film "The Little Prince" and then compiled it into a review text learning material. Below, the writers present the learning text created from the film Max Oxborn's Little Prince.

The Little Prince by Max Oxborn

In 2015, Paramount Animation released a film which was adapted from the novel by Antoine de Saint-Exupéry entitled Le Petit Prince. This novel was first published in France and England in April 1943. The Little Prince became a best-selling novel with sales reaching 140 million copies in the world and has been translated into 301 languages. With this achievement, the novel The Little Prince became one of the best novels by Antoine de Saint- Exupéry . In addition, this novel has been widely adapted into various media such as audio recordings, radio screenings, live shows, television shows, ballets, operas, and films.

Oxborn and the production team highlighted a smart girl who is being educated by her mother from young age. Her mother tried to get her daughter into Werth Academy, one of the prestigious academies in the city. In line with her goals, she makes a study plan for her daughter. The Little Girl just stayed at home and all she did was study according to her mother's plan. Until she met her next door neighbor.

When her mother goes to work, The Little Girl secretly befriends an old man who is her next door neighbour. The old man's house is very different from her other neighbours, inside it is so messy and there is even a simple airplane but that is what attracts The Little Girl's attention. The old man, The Aviator (Jeff Bridges) tells about his friends, including the time he met "The Little Prince". Unfortunately, The Aviator is too long-winded in conveying the story so that this part makes it a little boring. The portrayal of the character "The Little Prince" itself philosophically conveys the meaning of "Growing up is not the problem, forgetting is." and "It is only with the heart that one can see rightly." It's worth noting that Oxborn and his team aren't afraid to take the film to a deeper level. It might be interesting to make "The Little Prince" an anti-mainstream adventure film (I think there's always a genre like that in Hollywood), but Oxborn makes it emotional and genuine. As the film draws to a close, it really brings the

The Development of Learning Text Using Max Oxborn's Little Prince: Preservice English
Teachers' Points of Views
Arina Risqonah & Dwi Agustina

262

story to life and the lessons learned from The Aviator can make the journey all the more worthwhile.

Oxborn seems to have succeeded in modifying the film adapted from this novel into an interesting film for both children and adults to watch. Supported by 3D effects and animations that spoil the eye, the audience seems to be transported to a fairy tale land and meet "The Little Prince" itself. The supporting effects such as the songs in the film are also very suitable for the fairy tale The Little Prince. It's just that every character in this film does not have a special name. Like "The Little Girl", "The Aviator", viewers who are still new may be a little confused. It is not difficult for Oxborn to direct a film like this, he has previously worked for well-known cartoon film projects, such as Kung Fu Panda and Spongebob Squarepants The Movie.

In conclusion, The Little prince is a film that everyone can enjoy watching. It might be a little boring at first, but if we put that aside, this film will be worth to watch. In the end, adults can learn from this film about important truths about the world. That being an adult doesn't mean giving up on dreams, imagination, or love. This is one of the lessons that children's fairy tales have been taught long before Saint-Exupéry published his hit novel, *Le Petit Prince*.

The Teachers' Points of View of the Developed Text

To investigate the teachers' points of view about the developed text, the writers distributed a questionnaire to 25 respondents. The questionnaire was given to pre-service English teachers of English Education students at Pekalongan University covering the academic year of 2017 to 2020. This questionnaire contained four questions regarding the perceptions of pre-service English teachers regarding the development of learning texts using animated films. The following are the results of the answers that the researchers has summarized from each of the questions given.

The majority of the respondents (92%) agreed that text development through animated films during the current pandemic is a good effort to present interesting learning materials to the students. There are many choices of animated films made by creators out there and teachers can try to develop the texts from them. In addition, the development of the text through the film helps a little in adding information from the film itself. Some respondents believed that the development of texts using films during the pandemic can help teachers and students in creating a non-boring class.
The respondents also felt that the development of texts like this can increase student motivation and help students understand the material being taught. In addition they stated that the use of this kind of text can

The Development of Learning Text Using Max Oxborn's Little Prince: Preservice English
Teachers' Points of Views
Arina Risqonah & Dwi Agustina

263

make learning active, unique, and interesting. However, there are also those who argue that the development of the text from the film must pay attention to the school level, for the high school level it would be better to develop a narrative text.

In terms of the appropriateness of the text developed and the proficiency of students at the high school level, sixty-eight percent of the respondents stated that the development of text through animated films was in accordance with the level of proficiency at the high school level. In addition, by developing the text from the film, the respondents believed that students can better understand the vocabulary and become familiar with them.

The respondents however pointed out that the development of text through animated films at the high school level should carefully consider the level of student ability because sometimes there are schools with high low ability levels. Some respondents mentioned that the level of proficiency has been suitable, but there are still some vocabularies that are too difficult for high school students to understand.

Regarding the teachers' views on the development of a text from film in comparison to the use of texts from textbooks, eighty percent stated that teachers need to develop text from animated films. The main reason was related to the need for a renewal/innovation of the teaching text itself so that the teaching and learning process does not run monotonously. In addition, if the teacher can develop the text from the film, it is hoped that the language used is much easier to understand. From the teachers' side, the development of a text and can increase the creativity of the teacher to make learning more interesting.

Sixteen percent of respondents stated that it would be better if the teacher developed the text from the film while still continuing to use the texts from the books. The reason is that when developing texts, teachers are required to be able to compose texts from films and must be adapted to their students. In addition, there are some preservice teachers who argued that it is better to use both developed text and the textbooks so that students do not feel bored. While the remaining four percent stated that teachers could use the texts that are already provided in the books because sometimes students are not familiar with the newly developed texts.

Finally, the respondents also gave the input for writers regarding to the text development from the animated film. They appreciated the writers that the research showed that teachers were actually expected to be more creative to develop text from films so they do not depend heavily on textbooks. The respondents however stated that it is necessary to consider the types of animated film. The films need to be selected carefully and the development should be suitable with high school materials. The film needs to be the one of which students know and feel familiar with. In

The Development of Learning Text Using Max Oxborn's Little Prince: Preservice English Teachers' Points of Views
Arina Risqonah & Dwi Agustina

264

addition, the texts available in the books are also good enough to be used, so the development of a textbook is not a must.

From the questions and answers above, it can be concluded in general that the development of texts through animated films has received a good response from pre-service English teachers who will later enter the world of education, especially in schools. As for the level of proficiency, almost all respondents agreed that the development of texts from animated films was in accordance with the high school level, although there were some who still did not fully agree, but later it is hoped that further research will be able to develop texts from films that are in accordance with the high school level. The respondents also felt the need for developing texts from films so that the learning of a text does not run monotonously. Also, the respondents were aware of the need for the teachers to always update the learning texts that are in accordance with the era, given that sometimes teachers always focus on previous texts which may be boring for students today.

CONCLUSION

The development of the text from the film The Little Prince by Max Oxborn is something which is feasible. The text can then be used for teaching at high schools. In addition, the story of The Little Prince itself contains moral messages as well as good character values that can be learnt by students.

The study suggests that the designed text was perceived positively by preservice English teachers in Pekalongan University. In this study, however, the writers only used animated films to be developed. In the future studies, the writers suggest teachers to develop more attractive and more varied films especially those which own. the educational elements. Finally, the writers hope this research can be a reference for future researchers who will develop texts from films as learning texts for high school students. Hopefully this research can also be used as a reference for pre-service English teachers to create learning texts for students.

REFERENCES

Auliyah, A., & Flurentin, E. (2016). The effectiveness of using film media to increase empathy for class VII junior high school students. *Journal of the Study of Guidance and Counseling*, 1(2), 19–26.

Biljana Gramatkovski, Filip Risteski. (2018). Implementing film, music and comics as an innovative possibility of the educational process*. International Journal of Emerging Technologies in Learning*, 20, 106-107.

The Development of Learning Text Using Max Oxborn's Little Prince: Preservice English Teachers' Points of Views
Arina Risqonah & Dwi Agustina

265

Borg, W.R. & Gall, M.D. Gall. (1983). Educational research: an introduction (5th ed.). Longman.

Brown. H.D. (2011). Teaching by principles: an interactive approach to language pedagogy (2nd ed.). Addison Wesley Longman, Inc.

Haris, A. (2014). Understanding the approach to Community Empowerment Through the Use of Media. Jupiter, 13(2), 50–62.

Heri Sutrisna & Suminto A Sayuti. (2021). The use of film adaptation media as a learning material for indonesian literature online model. *The 4th International Conference on Linguistics and Language Teaching*, 274-277.

Kharouni, N. (2019). Film as a means for teaching civilization: advantages and challenges. *El-Tawassol*, 200, 261-264.

Lazar, G. (2013). Literature and language teaching, answer guide teachers and trainers. Cambridge University Press.

Moody, H.L.B. (2011). *Teaching of literature*. Longman.

M. Agus Kastiyawan, M. Rusydi Ahmad, Yusak Hudiyono. (2017). Levidio storyboard media development in learning to write film/drama review texts for class XI vocational high school students*. Journal of CaLLs*, 3, 21-23.

Mudijiono. Y. (2011). Semiotic studies in film. *Communication Studies*, 1(1), 123.

Nugrahani, F. (2017). The development of film-based literary materials which support character education. *Cakrawala Pendidikan*, 3, 476-479.

Octavian, WA. (2014). The role of the use of film media in the learning process of civics in developing attitudes. *Journal of Social Science Education*, 23(1), 69–76.

Widiani, LS, Darmawan, W., & Ma'mur, T. (2018). *Application of film media as learning resources for. Factum: Journal of History and Historical Education*, 7(1), 123–132.

The Development of Learning Text Using Max Oxborn's Little Prince: Preservice English Teachers' Points of Views
Arina Risqonah & Dwi Agustina

266