BAB IV

FINDING AND DISCUSSION

In this chapter, writer presented the finding of his research about the way which is used by Michele in acquiring language and the steps of language acquisition she passed in *Black* movie.

4.1. Finding

4.1.1. Communication ways used by Michele McNally to acquire language in *Black* movie

There are some ways of communication ways used by Michele McNally to acquire language that found in *Black* movie, such as: Tadoma, Tactile sign language, and Tactile finger spelling, Kinesic/ gesturing, and Smelling.

4.1.1.1. Tadoma

Tadoma is common way which used by deaf-blind people to communicate with other people. Tadoma method is used to read the lips movement of human speech. This method lets the hand of deaf blind to be placed on the face (mouth or check) of the speaker (Reed, nodate). Tadoma usage in *Black* movie were presented in the scenes at the next page:

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Data (18:26 - 19:25)

In their first communication, Michele directly contacts on Sahai. Sahai also puts Michele's hand in front of his mouth and utters the first word "Teacher". It is presented in data below.

[Michele]	(Touching Sahai's hand)
[Sahai]	Yes...yes...someone new...a new buddy
[Michele]	(Touching Sahai's glasses and face, then touching own face)
[Sahai]	You like my glasses, don't you? | Well, you can have them. Here there you go | Happy? | TEACHER...TEACHER. (Taking Michele's hand on the mouth and uttering word)
[Michele]	(Touching Sahai's mouth) | (Trying to imitate the Sahai mouth when uttering the word "TEACHER")
[Mrs. McNally]	Mr. Sahai, She Understands?
[Sahai]	No, she's just imitating me. | (taking Michele's hand on Sahai's cheek) | (Shakes head up and down)
[Michele]	(Imitating Sahai)

Implementation of tadoma in this scene is when Sahai puts Michele's hand in front of his mouth. Afterwards, Sahai utters the word "teacher". It represents that tadoma is used by Sahai to train Michele to recognize the word. Tadoma needs the vibrotactile reception of the lips movement that occur during production of speech. Vibrotactile reception which used by Michele in the movie is through her hands to read the articulation of speech.

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The use of tadoma not only implemented in this scene, but also can be found in other scenes such as 23:49 - 24 and 24:38 - 24:45.

Data (23:49 - 24:00) and Data (24:38 - 24:45)

When Sahai is eating his served food, Michele suddenly gropes a spoon which used by Sahai while the spoon is still bitten by Sahai. Then Sahai utters a word "spoon" on Michele's hand. It happens twice on scenes (23:49-24:00) and (24:38 - 24:45)

(Data: 23:49-24:00)

[Michele] (Grope on Sahai's mouth when Sahai is eating with spoon)
[Sahai] (Take Michele's hand on his mouth, then utter Spoon) Spoon..!
[Michele] (Take off the spoon and throw it)
.....

(Data: 24:38 - 24:45)
[Michele] (Groping Sahai's mouth)
[Sahai] (Giving lips movement in uttering word) SPOON...SPOON

Those scenes presented tadoma method that performed by Sahai when Michele groped a spoon which bitten by Sahai. Then, Sahai takes Michele's hand in front of his mouth and utters word "spoon". In this case, Debraj Sahai tries to give an

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input of name of thing through lips movement when he utters the word "spoon". Debraj Sahai also gives input other name of thing such as the name of cake. It is shown in the next data 38:08 - 38:41.

Data (38:08 - 38:41)

The implementation of tadoma or speech-reading is also found in minute 38:08 - 38:41 when Sahai trains the word to Michele. It is presented in data below.

[Sahai]	Here. This is cake. (Smell it to Michele) Yes cake, Cake, C.A.K.E. (Shaping a sign language of cake on Michele's hand)
[Michele]	(Trying to reach to the cake)
[Sahai]	Cake. C.A.K.E. Cake. Cake. | (Drawing letter in and spelling the word "C-A-K-E" on Michele's hand) C.A.K.E. Spell it. Spell it spell... | CAKE. Cake on my hands. Spell it. Spell it! (Sahai placed Michele's hand on his mouth and spell word "cake") CAKE!
[Michele]	(Her hand is touched on Sahai's mouth)
[Sahai]	(Making a lips movement with word "cake" on Michele's hand) CAKE...CAKE!
[Michele]	(Michele is bitten Sahai's hand) (Then Michele went away from Sahai)

This scene presents tadoma that applied to aid Michele to know the word. It application can is found when Sahai's lipss utter the word "cake" on Michele's palm directly. Tadoma

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method here was provided to train Michele to read the lipss movement that occur when Sahai utters the word. The other example of application of tadoma to recognize the word is also presented in data (43:07 - 43:27).

Data (43:07 - 43:27)

In this scene, Debraj Sahai trains the word "water" to Michele. So that, Michele can imitate the word water which taught by Sahai such as presented in this scene below.

[Sahai]	(Spells the word through finger alphabet on Michele's hand) W-A-T-E-R. (Puts Michele's hand touching the Sahai's mouth to give an example how to vocal pattern of the mouth when spelling the word "WATER")
[Michele]	(Touches her own mouth and imitate the Sahai's mouth when uttering "water")

The scene above presents that Sahai gives input using tadoma method. In this method used in the scene, the hand of Michele as the deaf-blind receiver is placed over in front of Sahai's mouth to recognize the movement of the lips which occur when Sahai utters the word. Other scene which presents the tadoma usage to aid language acquisition of Michele also can be found in Data (43:31 - 43:55).

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Data (43:31 - 43:55)

This scene shows that Michele is introduced the name of new thing and reviewed the word which has been taught previously. Those all practiced trough lips movement which is read with the hand. It can be seen in the data 43:31 - 43:55 below.

[Sahai]	This is...Napkin (while uttering "Napkin", Sahai getting Michele's hand on his mouth)
[Michele]	(Takes Sahai's hand on her mouth) (Michele's mouth motion is uttering "SPOON")
[Sahai]	SPOON. No, this is not spoon! This is.... *[Refers to napkin]* - (His hands puts Michele's hand then points to Napkin) (Sahai puts Michele's hand on Sahai's mouth) Napkin...Napkin. (Release the hand) Say Napkin.
[Michele]	(Touching her mouth, but she doesn't do like what Sahai did to utter "Napkin")

The using of tadoma in this scene can be found when Sahai puts Michele's hand in front of Sahai's mouth then utters the words "Napkin". Sahai exploits the sense of touch of Michele to train speech-reading of Michele. So that, Michele can imitate the word "napkin" which trained by Michele. In Data (50:05 - 52:53) also presents the tadoma method that presented below.

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Data (50:05 - 52:53)

This scene Michele begins to know that every words have meaning and everything has a name. In other hand, this scene also shows the using of tadoma when Sahai teaches Michele to learn language. That event is based on the data 50:05 - 52:53 which is presented below.

[Sahai]	Let me teach you what water is! Come here! What water is, come on! This is water... water... Water... Give me your hand... (Take Michele's hand on Sahai's mouth and utter word "water") This is woah...water...water... (Utters rashly) Understand? Water! (Throw Michele into the fountain)
[Michele]	(Feels the water is) | (Signing and waving her hands to call Sahai) (Take Sahai's hand on the mouth and utter word "woah") woah.
[Sahai]	(Takes Michele's hand on the mouth and revise the word uttered by Michele earlier) WATER....it's WATER. | (Then spell the word WATER through finger spelling in Michele's hand)
[Michele]	(Imitates finger spelling W-A-T-E-R taught by Sahai)
[Sahai]	Mrs. McNally (Call Michele's mother)
[Michele]	(Run and grope the grass)
[Sahai]	Yes... this is 'Grass'.
[Michele]	(Give her hand to Mr. Sahai and ask how to naming the grass)
[Sahai]	(Spell the word "GRASS" through finger spelling alphabet on Michele's hand) G.R.A.S.S. spell it...
[Michele]	(Spell word G-R-A-S-S with her finger)

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[Sahai]	Very good...very good...Mrs. McNally.
[Michele]	(Run to garden and touch flowers)
[Sahai]	That's flower...'FLOWER'...flower. | F.L.O.W.E.R (Spell with his finger to Michele's hand)

Tadoma usage in this scene is presented when Sahai puts Michele's hand touches in front of Sahai mouth. In the beginning, Sahai says "water" rushly and sounds like "woah...water...water" on Michele's palm. Michele begins to know and to read the lips movement of Sahai. Michele imitates alike what Sahai does to her, she puts Sahai mouth on her own mouth but she only utters the first word taught by Sahai "woah...". Then, the last tadoma usage that can be found in the movie is presented in the data (53:17 - 55:06).

Data (53:17 - 55:06)

This scene presents that Michele knows the meaning of words. So that, Michele starts to recognize other people around her. In order to introduce the name of thing, object, or people around her, she use tadoma method that performed in this scene.

[Michele]	(Michele is crawling on the grass) | (When Mrs. McNally come closely and band Michele's arm, Michele asks to Sahai what the name of Mrs. McNally)
[Mrs. McNally]	Yes Michele... | Mother...Mother (moving lips on Michele's

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	hand)
[Michele]	(Groping mother face and identifying her lips movement)
[Mrs. McNally]	(Her lips seems like uttering word "mama")
[Michele]	Mama...
[Mrs. McNally]	Once more...."mama" (replaying again)
[Michele]	Mama...
[Mrs. McNally]	(Taking Michele's hand to Paul McNally) | Papa (Introducing how to call her father through lips movement)
[Michele]	Papa... .... (Pointing and signing to find Sahai)
[Sahai]	(Taking Michele closely)
[Michele]	(Palpates Sahai's face) | (Giving her hand and asking Sahai how to 'naming' Sahai)
[Sahai]	This is "Teacher" ... "Tea...cher" (Uttering on Michele's palm)

In recognizing the people or object around her, Michele reads the speech or the way of talker when uttering the words. In this scene, Michele knows the existence of her mother. Michele ask how to name her mother. Sahai puts Michele's hand to touch onto her mother and grope on her mother's mouth to ask the name of her mother. Her mother utters the word "mama" and it perfectly imitated by Michele. Afterwards, her mother also introduce the name of the father as "papa" through speech reading or tadoma method on Mrs. McNally's mouth. Later, Michele also knows the name of her teacher, Debraj Sahai as "teacher".

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4.1.1.2. Tactile Finger Spelling

In spelling the word to communicate with hearing impairment and sight loss children, the way that commonly used is tactile finger spelling. This methods is using the finger spelling alphabet to spell the word and it traces to the palm of the receiver. Finger spelling itself is the representation the manual codes of the letters or alphabet and is not a signed language. The pattern of finger spelling in each country can be vary based on the diversity of system that the country are.

Some the examples of tactile finger spelling usage which is presented in *Black* movie are:

Data (38:08 - 38:41)

In this scene Sahai introduces the name of thing. The thing that he introduces to Michele is cake. Then, Sahai spells out the name of cake as "cake" on Michele's palm. The using of tactile finger spelling is presented below.

[Sahai]	Here. This is cake. (Smell it to Michele) Yes cake, Cake, C.A.K.E. (Shaping a sign language of cake on Michele's hand)
[Michele]	(Trying to reach to the cake)
[Sahai]	Cake. C.A.K.E. Cake. Cake. | (Drawing letter in and spelling the word "C-A-K-E" on Michele's hand) C.A.K.E. Spell it. Spell it spell... |

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	CAKE. Cake on my hands. Spell it. Spell it! (Sahai placed Michele's hand on his mouth and spell word "cake") CAKE!
[Michele]	(Her hand is touched on Sahai's mouth)
[Sahai]	(Making a lips movement with word "cake" on Michele's hand) CAKE...CAKE!
[Michele]	(Michele is bitten Sahai's hand) (Then Michele went away from Sahai)

In introducing the name of cake, Sahai uses tactile finger spelling to Michele. It is showed when Sahai spelled the letters c-a-k-e. He traces out (makes shape) letters "cake" over on Michele's palm.

Other tactile finger spelling also used to introduce the name of thing, such as the name of 'water'. It can be found in the data (43:07 - 43:27) below.

Data (43:07 - 43:27)

In this scene also presented the using of finger spelling alphabet. It happens when Debraj Sahai is training the word "water" to Michele. Then, Michele is able to imitate the word water which taught by Sahai. It is shown below.

[Sahai]	<u>(Spells the word through finger alphabet on Michele's hand)</u> W-A-T-E-R. (Takes Michele's hand touching the Sahai's mouth to give an example how to vocal pattern of the mouth when spelling the word "WATER")
[Michele]	(Touches her own mouth and imitate the

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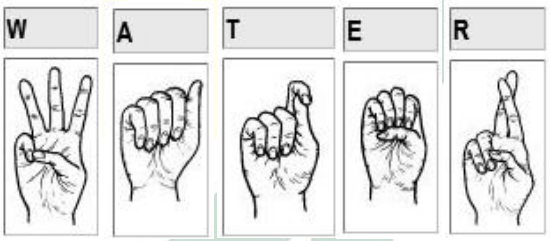
Sahai's mouth when uttering "water")

Tactile finger spelling which practiced by Sahai is the word "water". The input given by Sahai is practiced by using tactile finger spelling on Michele's palm. Whereas, Sahai touches and spell out the word "Water" to Michele through finger /manual alphabet.

Finger alphabet that use in this scene was indicated as the American manual alphabet which is composed by letters W-A-T-E-R: (see picture on the next page)



Afterwards, other example can be seen in the next data at 50:05 - 52:53.

Data (50:05 - 52:53)

Tactile finger spelling also used in this scene. This scene presents the process of Michele begins to understand the word through tactile finger spelling method.

[Sahai] Let me teach you what water is! Come here! What water is, come on! This is water... water...

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	Water... Give me your hand... (Take Michele's hand on Sahai's mouth and utter word "water") This is woah...water...water... (Utters rashly) Understand? Water! (Throw Michele into the fountain)
[Michele]	(Feels the water is) | (Signing and waving her hands to call Sahai) (Take Sahai's hand on the mouth and utter word "woah") woah.
[Sahai]	(Takes Michele's hand on the mouth and revise the word uttered by Michele earlier) WATER....it's WATER. | (Then spell the word WATER through finger spelling on Michele's hand)
[Michele]	(Imitates finger spelling W-A-T-E-R taught by Sahai)
[Sahai]	Mrs. McNally (Call Michele's mother)
[Michele]	(Run and grope the grass)
[Sahai]	Yes... this is 'Grass'.
[Michele]	(Give her hand to Mr. Sahai and ask how to naming the grass)
[Sahai]	(Spell the word "GRASS" through finger spelling alphabet on Michele's hand) G.R.A.S.S. spell it...
[Michele]	(Spell word G-R-A-S-S with her finger)
[Sahai]	Very good...very good...Mrs. McNally.
[Michele]	(Run to garden and touch flowers)
[Sahai]	That's flower...'FLOWER'...flower. | F.L.O.W.E.R (Spell with his finger to Michele's hand)

Tactile finger spelling which is used in teaching the name of water can be seen when Sahai spells out letters "W-A-T-E-R" onto Michele's palm. Afterwards, Michele gives the feedback to spell the manual letters "W-A-T-E-R". The

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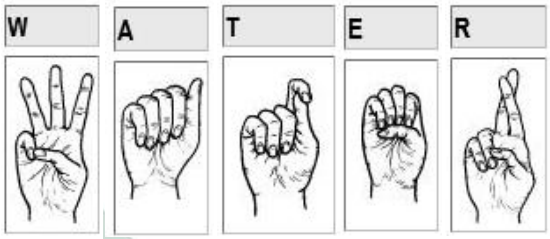
alphabets spelled are illustrated like picture bellow.



Furthermore, Sahai also teaches other words through tactile finger spelling too, such as: “Grass” and “Flower”.

4.1.1.3. Tactile Sign Language

According to (Riggio (1998: 5) in tactile signing, both of our hand should come in contact with deaf-blind people directly. This way is one of the common way which usually used to communicate with deaf and blind people. The implementation of this method also performed in the *Black* movie, such as in the data:

Data (31:44 - 32:50)

This part, Debraj Sahai figures out that Michele is not mentally retarded. Sahai believes that Michele is only kid with impairment of hearing and vision loss. So, every word is learnable especially for Michele and she must understand it. Sahai will teach Michele through the sign language which is

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explained in data below.

[Sahai] Michele is deaf and blind, Mrs. McNally!
She is not mentally retarded! She need to recognize words...
Every thing that she touches, that she eats has a name, which has a meaning.
I will teach her to speak through signs.
Till she is secure in her house, this can't happen.
That's why!
Firstly... I will have to change this part of the house. Everything should be new for her, no papers, no books, only empty walls. I'll even change the smell of this room.
Secondly, only I will have a right over Michelle.
She will rely only on me!

This scene exactly explains about the way to teach Michele. Debraj Sahai states that every thing that Michele touches and eat has a name with meaning, Michele should touch the object to recognize the thing around her because Michele condition is sight loss. Almost all activity either to recognize thing or communicate might be happen by touch cues. In this scene, Sahai also declares that he will teach Michele to speak through the sign. So, this part tells that sign (or sign language) will be taught to Michele should be touched or usually called as tactile sign language. Other tactile sign language usage which is figured out not only presented in this part, there is other

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evidence in Data (38:08 - 38:41).

Data (38:08 - 38:41)

In this scene is told how Sahai introduced the name of the cake through the sign which is touched to Michele. The explanation is presented below.

[Sahai]	Here. This is cake. (Smell it to Michele) Yes cake, Cake, C.A.K.E. (Shaping a sign language of cake on Michele's hand)
[Michele]	(Trying to reach to the cake)
[Sahai]	Cake. C.A.K.E. Cake. Cake. | (Drawing letter in and spelling the word "C-A-K-E" on Michele's hand) C.A.K.E. Spell it. Spell it spell... | CAKE. Cake on my hands. Spell it. Spell it! (Sahai placed Michele's hand on his mouth and spell word "cake") CAKE!
[Michele]	(Her hand is touched on Sahai's mouth)
[Sahai]	(Making a lips movement with word "cake" on Michele's hand) CAKE...CAKE!
[Michele]	(Michele is bitten Sahai's hand) (Then Michele went away from Sahai)

Tactile sign language that found in this scene happens when Sahai shapes a sign of cake on Michele's hand. That shape performed by Sahai to Michele is look like the image bellow.

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The picture showed in previous page performs that Sahai uses the signing to describing a cake for Michele. That sign is touched directly onto Michele's hand. So that, it can be defined as the tactile sign language is proven on the movie

4.1.1.4. Smelling

Nonverbal communication has some kinds, one of them is smelling. It tries to communicate the information to the addressee through smelling feature. It needs the olfactory ability of the addressee to receive the information which is communicated. The using of smelling feature of nonverbal communication in *Black* movie is presented in data 38:08 - 38:41.

Data (38:08 - 38:41)

Nonverbal communication also found in *Black* movie as one of the way to help Michele in acquiring language. In this part, Sahai introduces the name of a cake uses one of nonverbal communication types.

[Sahai]	Here. This is cake. (Smell it to Michele) Yes cake, Cake, C.A.K.E. (Shaping a sign language of cake on Michele's hand)
[Michele]	(Trying to reach to the cake)
[Sahai]	Cake. C.A.K.E. Cake. Cake. |

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	(Drawing letter in and spelling the word "C-A-K-E" on Michele's hand) C.A.K.E. Spell it. Spell it spell... |
	CAKE. Cake on my hands. Spell it. Spell it!
	(Sahai placed Michele's hand on his mouth and spell word "cake") CAKE!
[Michele]	(Her hand is touched on Sahai's mouth)
[Sahai]	(Making a lips movement with word "cake" on Michele's hand) CAKE...CAKE!
[Michele]	(Michele is bitten Sahai's hand)
	(Then Michele went away from Sahai)

In this scene is found nonverbal communication used by Sahai in introducing the cake to Michele. That nonverbal communication being communicate through the scent of the thing. It happens in this part, Sahai exploits the olfactory of Michele to give a input language about the name of a thing, such as Cake.

4.1.1.5. Kinesic/ Gesturing

Kinesics also known as the communication through body gesture which uses body parts for symbolic signaling. The gesturing which occurs such as head nodding (to express an agreement) and hand wave (to pointing or other signaling).

Data (19:27 - 19:52)

Michele expresses sign through touching her own cheek. He does signing to point and to ask her mother's existence. That

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sign seems commonly used by Michele before to point and call Michele's mother, Mrs. McNally.

[Michele]	(Touch her own cheek) (Her hand is waving like find an object)
[Sahai]	What is she doing?
[Mrs. McNally]	That is her sign for me, her mother.
[Michele]	(Suddenly slap Sahai's)
[Sahai]	Oh, she is strong.
[Mrs. McNally]	I'm really sorry, Mr. Sahai.
[Sahai]	It's alright.
[Mrs. McNally]	(Come closer to Michele)
[Michele]	(Hug her mom)

In this scene, Michele is motioning her hand on cheek and waving it as like pointing Mrs. McNally's existence. It shows that the sign practiced by Michele is one of kinesics usage. Michele's gesture like waving her hand can be interpreted as symbolic signing.

Therefore, some methods and ways that used to aid deaf-blind kid like Michele is useful to help her to know the word. Almost all the method used in the movie are exactly practiced by direct contact or touch to Michele. The touches used when implementing in helping Michele such as tactile finger spelling, tactile sign language and tadoma.

The other way which also detected is nonverbal communication usage. They are kinesics/ gesturing and

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'smelling'. Those methods is helpful in process of acquiring language of Michele. In functional approach of nonverbal communication theory which brought by Burgoon and Patterson argued that nonverbal communication focus on the function and feedback from the communication occurred. Patterson divided some of nonverbal communication function as five, they are: giving information, controlling social, expressing intimacy, controlling interaction, achieving goals. (Sendjaja, 2008: nopage). So, those nonverbal communication also can be used as the input or stimulus in order to learning language.

4.1.2. Language Acquisition of Michele McNally

To learn language, every children should be passed some steps which started from they were born until they are understand to their language. This section will reveal Michele McNally's language acquisition steps which passed. First step is Michele begins to start imitating process. Second, Michele begins to undergo manual babbling. Third, Michele able to point object or people. Fourth is production of first word/ sign. Fifth, Michele has known that every thing has a name and the word has meaning. These steps of language acquisition process which

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undergone by Michele McNally is explained below:

4.1.2.1. Imitating Process

In the beginning, the imitating process occurred to imitate the language which taught. In this process, the deaf - blind kids who learn language has ability to imitate and duplicate the language input directly. The imitating process happens in the data below.

Data (18:26 - 19:25)

This part explains the first meeting of Sahai and Michele. Then , Sahai tries to teach a word "Teacher" to Michele. Afterwards, Michelle imitates the word after she reads the lips movements of Sahai using tadoma method which is presented below.

[Michele]	(Touching Sahai's hand)
[Sahai]	Yes...yes...someone new...a new buddy
[Michele]	(Touching Sahai's glasses and face, then touching own face)
[Sahai]	You like my glasses, don't you? | Well, you can have them. Here there you go | Happy? (Taking Michele's hand on the mouth and uttering word) | <u>TEACHER...TEACHER.</u>
[Michele]	(Touching mouth) | (<u>Trying to imitate the Sahai mouth when uttering the word "TEACHER"</u>)
[Mrs. McNally]	Mr. Sahai, She Understands?
[Sahai]	<u>No, she's just imitating me.</u> | (taking Michele's hand on Sahai's cheek) | (Shakes head up and

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down)

[Michele] (Imitating Sahai)

This scene Michele doesn't know yet what Sahai taught to her. Michele is knowing the lips movement of Sahai through tadoma method that she used. Michele's lips can imitate how to the mouth when utters the word "teacher". But, she only imitates without knowing any meaning inscribed in the word. One of the dialog of Debraj Sahai and Mrs.McNally figures out Michele just imitating also supported that Michele does not understand yet. The dialog is "*Mrs. McNally: Mr. Sahai, She Understands?", "Sahai: No, she's just imitating me"*.

4.1.2.2. Manual Babbling

Human beings are innately equipped to detect rhythmic patterns and properties of the language input which is received (Pettito and Marenttete, 1991: 2). In hearing children, the language input might be triggered by the sound patterns they hear. Whereas, deaf - blind children are more attentive to the movement patterns they are behaved. It can be through copying or duplicating the gross-motor of adults that is occurred.

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Data (19:27 - 19:52)

Michele does a gesture like she touched her own cheek and waved her hand. She seems to do a movement which she has done before met Debraj Sahai. The movement seems as a sign to call her mother Mrs. McNally that is by touching her own cheek.

[Michele]	(Touch her own cheek) (Her hand is waving like find an object)
[Sahai]	What is she doing?
[Mrs. McNally]	That is her sign for me, her mother.
[Michele]	(Suddenly slap Sahai's)
[Sahai]	Oh, she is strong.
[Mrs. McNally]	I'm really sorry, Mr. Sahai.
[Sahai]	It's alright.
[Mrs. McNally]	(Come closer to Michele)
[Michele]	(Hug her mom)

In this scene Michele is babbling with her own hands. In 1995, Meier and Willerman defined the primary manual babbles as reaching and waving. Michele babbles through waving her own hand. According to Petitto & Marentette 1991 in Baker (2008: 38) manual Babbling can be observed in infants who exposed to sign language.

Babbles of the children who hearing impairment and 'sight loss' occurs through their hands not mouth like hearing children. That babbles behavior seems habitually behave. According to Loew and Kegl (no date) in Anne Baker states that

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children begin the manual babbling through copying or duplicating the gross-motor of adults which is occurred (Anne Baker, 2008: 41). So that, the manual babbles of children occurred after they are duplicating or copying what adults behavior which is taught.

4.1.2.3. Pointing

In this stage, deaf-blind children begin to 'pointing' to self, other people or other object. They been have ability to point the other object they known. In the data below shows their ability to point the people or other objects.

Data (23:30 - 23:40)

Debraj Sahai, Michele McNally and all families attend to have lunch together. When Michele's father Paul McNally leads to pray before having lunch, Michele freaks out and scrambles the plates on the table. It incident makes Sahai is angry.

Afterwards, Sahai asks the other to leave him to conditioned only Sahai and Michele in dining room. In this room Michele behaves uncontrollable and Sahai ignores her. Michele

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is seems like a hysterical kid with her hand is pointing to something.

[Michele]	(Wriggling hysterically on the floor) | (Her hand points to something)
[Sahai]	I am very hungry, I am going to eat. And if you behave then you can eat too.
[Michele]	(Her hand still acts like a pointing to something)

This scene, Michele seems like pointing a thing. An object she points is obscured. Because in this scene shows the signing performed by Michele is waving her hand, the sign that she does when she points her mother. The other interpretation, it also considers to decide that Michele is pointing to lunch which has been prepared on the table. This pointing does not include in manual babbling, because communicative gesture included reaches; points; conventional waves; and carries the meaning, (e.g. Points to lunch).

Other evidence that Michele is undergoing the similar process of pointing steps also can be found in Data (38:08 - 38:41).

Data (38:08 - 38:41)

Sahai teaches Michele the name of thing as usual. In this scene, Sahai give the smell of a cake to Michele. Then

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Michele smells the scent of that cake. Michele looks like that she wants the cake. After that, Sahai tries to teach her how to name the cake through tadoma method, tactile signing, tactile finger spelling, and nonverbal communication which presented in this scene.

[Sahai]	Here. This is cake. (Smell it to Michele) Yes cake, Cake, C.A.K.E. (Shaping a sign language of cake on Michele's hand)
[Michele]	(Trying to reach to the cake)
[Sahai]	Cake. C.A.K.E. Cake. Cake. (Drawing letter in and spelling the word "C-A-K-E" on Michele's hand) C.A.K.E. Spell it. Spell it spell... CAKE. Cake on my hands. Spell it. Spell it! (Sahai takes Michele's hand on his mouth and spell word "cake")
[Michele]	(Her hand is touched on Sahai's mouth)
[Sahai]	(Making a lips movement with word "cake" on Michele's hand) CAKE...CAKE!
[Michele]	(Michele is bitten Sahai's hand) (Then Michele went away from Sahai)

Sahai utilizes Michele olfactory and touch sense to detect new object around her. This part, Michele knows the kind of smells of a thing. Such as the cake which given by Sahai.

When Michele smells the cake, she tries to reach the cake. It considers that Michele's 'pointing' refers to the cake. Michele has pointed an object she knows although she is not understanding yet. She seems to recognize the smell of an object but not the name yet.

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4.1.2.4. First word/ sign

The production of the first word or sign happens in this section. In the production of the word or sign, children can borrow the mouth action (or lips movements) from the spoken language (Woll, 2008: 152). The examples of the first word or sign production can be seen in the data below.

Data (43:07 - 43:27)

Debraj Sahai trains Michele with the word "WATER". Sahai spells word "water' using tactile finger alphabet on Michele's palm. Afterwards, Sahai give an example of lips movement when uttering the word "water". Then, he asks Michele to follow the lips movement which is taught. In the end, Michele can imitate lips movement of Sahai when uttering WATER.

[Sahai]	(Spells the word through finger alphabet on Michele's hand) W-A-T-E-R. (Takes Michele's hand touching the Sahai's mouth to give an example how to vocal pattern of the mouth when spelling the word "WATER")
[Michele]	(Touches her own mouth and imitate the Sahai's mouth when uttering "water")

Michele is adapted to what Sahai's mean which traces the word using finger spelling alphabet on Michele's hand then

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transmit it though lips movement. It takes the importance of Michele's process to learn language, wherein every word spelled by Sahai using finger spelling alphabet has the name too to be uttered with lips movement practiced by.

This scene Michele exhibits that she produce the word and able to sign the first word through her lips movement. The sign language can borrow mouth action (or lips movements) from spoken language (Woll, 2008: 152). That is consider to be borrowing by the case like Michele McNally. Michele should be taught and be trained intensively about the word and name of other things. She ought to know that every thing has a name.

Sahai teaches Michele continuously about the name of thing or object around her. There are other words that Michele practiced which can be found in the next data.

Data (43:31 - 43:55)

Sahai introduces new things to train Michele for recognizing new object around her. Sahai keeps train Michele some names of the things. In the beginning, Michele does not imitate when Sahai taught the word NAPKIN on Michele. She

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utters word SPOON instead.

[Sahai]	This is...Napkin (while uttering "Napkin", Sahai getting Michele's hand on his mouth)
[Michele]	(Takes Sahai's hand on her mouth) (Michele's mouth motion is uttering "SPOON")
[Sahai]	SPOON. No, this is not spoon! This is.... *[Refers to napkin]* - (His finger points to Napkin) (Sahai puts Michele's hand on his mouth) Napkin...Napkin. (Release the hand) Say Napkin.
[Michele]	(Touching her mouth, but she doesn't do like what Sahai did to utter "Napkin")

In this part, Michele has a memory about the word which has been taught, she knows word but not the meaning. It proven when Michele calls "Napkin" as "Spoon". It is also figured out in the data (44:04 - 44:19) below.

[Sahai]	No, Mrs. McNally, I will not allow you to take Michelle yet. She hasn't learnt anything yet. She knows words, but not the meanings. She still calls napkin, spoon. It's still a long way to go, you know
[Ms. McNally]	How much longer Mr. Sahai? Nineteen days have passed.

Although it is not correct, Michele has been learning and memorizing that word "spoon" in her brain which taught by Sahai before. These phases, Michele produces her word, napkin and spoon. It considered in this scene, Michele was undergoing the first sign and word steps.

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It can be an enlightenment for Michele to understanding a language. Debraj Sahai figures out that Michele is able to perform the word, such as “spoon”. Although it is not correct yet to point napkin as “napkin”. It indicates that Michele knowing to sign other word but she still misplaces the name of thing which exposed by Sahai.

4.1.2.5. Understanding the word

This section explains the comprehension of language. Michele in this section begins to know that every words have meaning and the things she touches have a name too. The explanation of this section is explained more based on the data below.

Data (50:05 - 52:53)

This scene, Debraj Sahai drips Michele into fountain. He wants to teach about water to Michele. In this scene also shows that Michele begin to know the meaning of words.

[Sahai] Let me teach you what water is! Come here! What water is, come on!
This is water... water... Water...
Give me your hand...
(Take Michele’s hand on Sahai’s mouth and utter word “water”) This is

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	woah...water...water... (Utters rashly) Understand? Water! (Throw Michele into the fountain)
[Michele]	(Feels the water is) | (Signing and waving her hands to call Sahai) | (Take Sahai's hand on the mouth) | (Signing word "woah" through her lips)
[Sahai]	(Get Michele's hand on the mouth and revise the word uttered by Michele earlier) WATER....it's WATER. | (Spell the word WATER through finger spelling in Michele's hand)
[Michele]	(Imitates finger spelling W-A-T-E-R taught by Sahai)
[Sahai]	Mrs. McNally (Call Michele's mother)
[Michele]	(Run and grope the grass)
[Sahai]	Yes... this is 'Grass'.
[Michele]	(Give her hand to Mr. Sahai and ask how to naming the grass)
[Sahai]	(Spell the word "GRASS" through finger spelling alphabet on Michele's hand) G.R.A.S.S. spell it...
[Michele]	(Spell word G-R-A-S-S with her finger)
[Sahai]	Very good...very good...Mrs. McNally.
[Michele]	(Run to garden and touch flowers)
[Sahai]	That's flower...'FLOWER'...flower. | F.L.O.W.E.R (Spell with his finger to Michele's hand)

This scene indicates that Michele begin knowing that every thing she touches has a name and every words exposed either through lips movement or manual sign language has a meaning. It happens after Sahai drowned Michele on the fountain. Afterwards, Sahai takes Michele's hand emotionally in front of his mouth and exhibit the name of water. In emotionally

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condition, Sahai uses the tadoma to exhibit the word “water” not clearly. So, the word which is uttered sounds like “This is woah... Water... water...”.

In the fountain, Michele feels the taste of water. Her hand is dripped by water. After that, Michele takes Sahai’s hand and get him into fountain to introduce the drips of water to Sahai. Furthermore, Michele’s mouth is doing lips movement on Sahai’s palm and seems like uttering word “woah”.

In this point, Sahai realizes that Michele begins to understand language. Especially when Michele verifies the name of water as “woah” to Sahai. Then, Sahai revises the correct name of water is “water” not “woah” through tadoma methods. Afterwards, he traces the tactile finger alphabet on Michele’s hand and Michele can do it well.

This part verifies that Michele understands word has meaning. This scene shows Michele gropes the grass and flower then she asks Sahai the names of thus thing. Michele begins to name an object than pointing instead. After that, Sahai also figures out that Michele has been understanding that Michele knows the meaning of words in minutes 53:03 - 53:06.

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Data (53:03 - 55:06)

This scene, Michele is presented that she knows that word has meaning to name every object around her.

[Sahai]	(Calls Michele's mother) | Mrs. McNally! Mr. McNally! ... Mr. McNally! Mr. McNally!
[Mrs. McNally]	What's wrong Mr. Sahai? Is Michelle all right?
[Sahai]	Michelle. Michelle she... | Mrs. McNally. She knows... She knows, she knows the meaning of words. She actually. Actually knows the meaning of words. Look. Look!
[Michele]	(Michele is crawling on the grass) | (When Mrs. McNally come closely and band Michele's arm, Michele asks to Sahai what the name of Mrs. McNally)
[Mrs. McNally]	Yes Michele... Mother...Mother (moving lips on Michele's hand)
[Michele]	(Touching mother face and identifying her lips movement)
[Mrs. McNally]	(Her lips seems like uttering word "mama")
[Michele]	Mama... (uttering)
[Mrs. McNally]	Once more...."mama" (replaying again)
[Michele]	Mama... (uttering)
[Mrs. McNally]	(Taking Michele's hand to Paul McNally) | Papa (Introducing how to call her father through lips movement)
[Michele]	Papa... (uttering)
....	
	(Pointing and signing to find Sahai)
[Sahai]	(Taking Michele closely)
[Michele]	(Palpates Sahai's face) | (Giving her hand and asking Sahai how to 'naming' Sahai)
[Sahai]	This is "Teacher" ... "Tea...cher" (Uttering on Michele's palm)

Michele understands names of object in her environment. The data above shows that Michele knows how to

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name the people around her, such as in naming her parents and Sahai. Michele can calls her mother as 'Mama', her father as 'Papa', and Sahai as "teacher".

Language acquisition steps passed by Michele McNally has differences from those of normal and deaf children. Whereas, language acquisition development of normal children commonly divided in some order. In Aitchison (2007: 80), the 'milestone' of language acquisition process ordered as: Crying; Cooing; Babbling; Intonation patterns; One-word utterances; Two-word utterances; Word inflections; Question, negatives; Rare or complex constructions; and Mature speech.

Then, language acquisition of deaf child according to Pettito (2000) are babbling (7 - 12 months); first word stage (11 - 14 months); and the first two words stage (16 - 22 months). Besides that, according to Baker,Anne; Beppie van den Bogaerde; and Bencie Woll (2008: 38), the time course of sign language acquisition are Pre-linguistic communication; first word of sign; and acquisition of grammar.

The steps of language acquisition of Michele that found in *Black* movie are Imitating Process; Manual Babbling;

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Pointing, First word and sign, and Understanding the word. These steps of Michele are different with language acquisition steps of normal children. They have some steps that should be undergoing which are not deaf-blind such as crying; cooing; intonation patterns; and word inflection. Normal children do not need 'signing' process as the main communication as the part of language acquisition steps of deaf-blind children, for example the 'babbling' process for those deaf-blind and normal children. In normal children, babbling is practiced by spoken. Whereas, the other condition deaf-blind children who cannot use the articulatory organ to speak makes them to use manual code, it called as manual babbling and normal children is vocal babbling.

Language acquisition of deaf children has close relation with deaf-blind children. Both of them mostly practiced their communication to acquire language by signing. Beside that, steps which similar are babbling; and first word/sign. When we look the language acquisition between normal, deaf, and deaf-blind globally have similar main process in absorbing language, they are: inputing - processing - and outputing. But those are underwent in different modalities.

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Therefore, the processes which undergone by Michele prove that language acquisition cannot be separated from two main theories. The first is behaviorism theory or learning theory which brought out by B.F Skinner. Based on the Skinner theory, children need the external factor which can help to acquiring language. External factor itself such as learning process. Innate or mental mechanism is not significantly needed to learn language because all necessary came from systematic observation of the events of external world (Aitchison, 2007: 8). In this case, Michele McNally got the stimuli and language input from Debraj Sahai.

In learning process, giving stimuli will influence the responses from children. According to this theory giving the reinforcement takes important thing, whereas the reinforcement can be positive and negative. Positive reinforcement usually known as 'reward'. Giving a reward to learner can reinforce the response of learner. Then, negative usually called as 'punishment', giving punishment to learner will decrease the responses of learner itself.

In this movie, Sahai simulates Michele on the new

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environment wherein Michele should rely on Sahai intensively. According to behaviorism views that written in Shafa's journal, learner ought to have a chance to focus developing her ability in acquiring a language. Learner should be placed into environment to force learner to interact using the language which will be learned by. Michele as learner was placed in simulation environment which most of her time spent to interact with her teacher, Debraj Sahai. External factor makes the development of Michele also has significantly different as before and after she taught by Sahai how to communicate.

Second theory is brought from Avram Noam Chomsky. This theory as known as Nativism theory which assumes human given imprinted device which known as Language Acquisition Device (LAD) to acquire language when they was born (Aitchison, 2007: 97). Michele is not mentally retarded, she only did not recognize the language yet. Language input which is communicated either through sign or nonverbal communication must be processed in the brain. In the end, Michele had done to undergo the processing of stimuli input from the environment until she realize that every words she learned have the meaning

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to do communication.

4.2. Discussion

Children who hearing impairment and sight loss need different modalities in acquiring language than normal children. They need special ways in communication to absorb language input. In this case, writer found Michele as deaf and blind kid who learn language in deaf and blind condition. By that case, writer consider to conduct the research about language acquisition of Michele McNally in *Black* (2005) movie.

There are previous studies written by Zahratul Awwaliyah and Heri Kustomo. They only analyze the language acquisition process of normal children who delayed in acquiring language because the steps are paused. Whereas, this study conducts to analyze how disability children in hearing impairments and vision loss can acquire language. It shows the information about the ways which is used to aid deaf-blind children.

Afterwards, other previous study from Ariswara Pratama has close case with Michele McNally. In Ariswara's study, he only focuses to analyze the types of sign language which is used by deaf-blind children in acquiring language. Then, he only describe how language acquisition process is running. So that, the writer conducts the study which explains

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the more modalities to aid deaf-blind children to acquire language. Then, writer also defines the steps of language acquisition which passed by deaf-blind children based on *Black* movie.

These studies above prove the theories from Skinner that environment factor takes important point in aiding human to acquire language. Then, these studies used Nativism theory which brought by Noam Chomsky. This theory argued that innateness factor also needed in processing language. So that, these two theories should be supported each other because external factor is not the only way to process language acquisition because human needs other innate device which called LAD to process language input from their environment.

In the case of Michele McNally who deaf and blind. Skinner through his behaviorism theory can provide that the environment of Michele has the important thing to give the language input from external source. Then, nativism theory also takes a part in Michele's language acquisition process. In the beginning of the process, Michele who does not know the meaning of word accepts the language input from Sahai. During the process, Sahai patiently taught Michele the word and the name of object until she understands that every word has meaning. Michele has processed any language input from her environment through

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innateness device in her brain that usually known as LAD.

In this research, the analysis presented some ways that used for helping the deaf blind children to pass the steps of language acquisition. The ways to aid help Michele to acquire language are tadoma, tactile finger spelling, tactile sign language, and nonverbal communication feature such as smelling and kinesic. Writer aimed that his research can provide the contribution for the linguistic students to explore their insight about language acquisition of people who different condition from other normal human, such as vision loss and hearing impairment. Language acquisition of deaf and blind people may need more effort through non-verbal and sign language modification used.

Writer expected this research is not only sharing the information to the reader who accidentally found the case like Michele McNally. It also important to give awareness to people from underestimating deaf blind children who delay in acquiring language. It means that every children in deaf blind condition cannot be defined as mentally retarded. They may have possibility to learn and to be talented in language through the steps had been passed by Michele.

In QS. Al - Hujraat (11), Allah SWT has remind us in His *wahyu*:

"O you who believe! Let not (one) people laugh at (another) people perchance they may be better than they, nor let women (laugh) at

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(other) women, perchance they may be better than they; and do not find fault with your own people nor call one another by nicknames; evil is bad name after faith, and whoever does not turn, these it is that are the unjust (QS. 49:11).

That verse of *Al-Qur'an* reminds us to avoid and underestimate the others. May be the person we insult is better than us. In addition, Ibnu Katsir explains that in the QS. *Al- Hujraat* (11) consists of enjoinment to insult and underestimate the other human, because that habit is included in the characteristic of conceited people.

Based on HR.Muslim no. 91, conceited people can be categorized as they who reject the truth and despise other human. Furthermore, we should avoid to despise or underestimate other human such as who vision loss and hearing impairment like Michele. Maybe her condition makes some people wonder and judge that she is mentally retarded. In the end, miracle has come to Michele. So that, she can learn language through some ways which taught by Debraj Sahai as her teacher.

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