

**LANGUAGE ACQUISITION OF MAIN CHARACTER IN THE MOVIE
“MARIE’S STORY” AS DEAF-BLIND CHILD**



A Thesis

*Submitted in Partial Fulfillment of Requirements for the Degree of Sarjana
Humaniora in English and Literature Department Adab and Humanities Faculty
Alauddin State Islamic University of Makassar*

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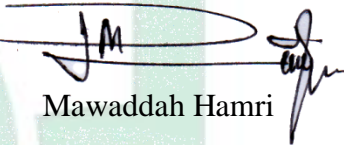
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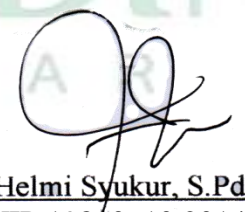
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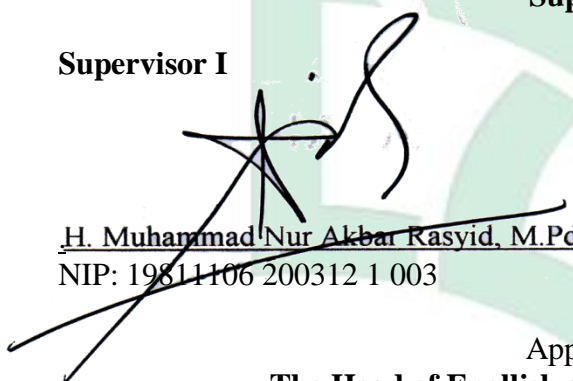
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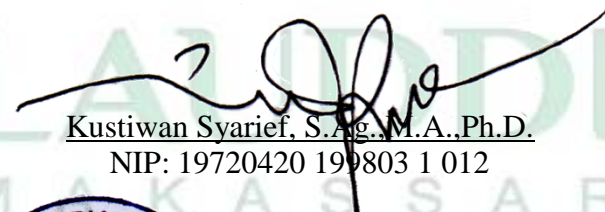

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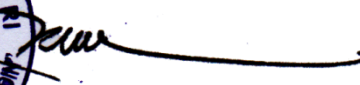
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, all praises and a lot thanks to Allah SWT who has given a grace and faiths in finishing this study at Alauddin Sate Islamic University of Makassar. Salawat and salam addressed to our prophet Muhammad SAW, who has guided the human being from the worst to peace.

The writer realizes that this thesis could not be finishing without getting helps, supports, motivations, and advices from many people. Thus, the writer would like to express my gratitude to all of them.

1. The special gratitude is expressed to my beloved parents, Muh. Hatta and Maryam and my only one sister Hartina Hamri that always motivate me to finish my study.
2. A lot thanks to Prof. Dr. Musafir Pababbaari, M.Si a the Rectore of UIN Alauddi Makassar. Next, the dean of Adab and Humanities Faculty, Dr. H. Barsihannor, M. Ag, and the head of English and Literature Department, Kustiwan Syarief, S.Ag., M.A., Ph.D and the secretary of English and Literature Department, Syahruni Junaid, S.S, M.Pd for their support suggestion.
3. The deep gratitude is expressed to my beloved supervisors H. Muhammad Nur Akbar Rasyid, M.Pd.,M.Ed.,Ph.D. and Helmi Syukur , S. Pd.I., M.Pd. For

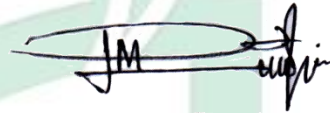
4. their guidances, comments, corrections, supports and suggestions the writer to finish this thesis.
5. The writer also would like to express alt of thanks to my examiners, Dr. Serliah Nur, S.Pd., M.Hum., M.Ed and Sardian Maharani Asnur, S.Pd., M.Pd. who have given their comments and advices to the writer.
6. A lot of thanks to the lecturer of Adab and Humanities Faculty, especially the lecturers of English and Literature Department and the staffs of Adab and Humanities Faculty for their help and administrative support.
7. The writer gratitude also is addressed to my classmate in AG 5 and 6 that cannot be mentioned. Thanks for helping and wonderful time since 2014 up to present.
8. A lot of thanks to my big family who cannot be mentioned who always give their supports and their advices.
9. Thanks for your support and helping to Nurul Mutmainnah, Nikmatun Wafirah, Afridha Damayanti, Hartina Hamri, Syamsuriani, Hasrawti and Ridha Reskyanti.
10. Thanks to KBK (Keluarga Bahagia Kordes) that cannot be mentioned who support the writer.

11. A lot thanks to my all friend cannot be mentioned who always help the writer.

Finally the writer sure that this thesis far from being perfect so the researcher sincerely appreciation the constructive criticism from the readers.

Romang Polong, 06 Maret 2019

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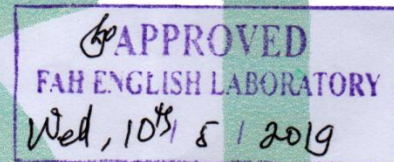
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ABSTRACT

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This analysis discussed about the way of Language Acquired by Deaf-Blind Child in the Movie "Marie's Story". This research aimed to analyze Language Acquisition of Main Character in the Movie "Marie's Story" as Deaf-Blind Child to describe manner, acquirement, learning acquiring to speak using sign language. This research used descriptive qualitative method and the writer based the theory on psycholinguistic and linguistics. This research was conducted to show the acquisition words, sound produced, sentence produced, meaning produced and speech acts produced. The writer has concluded Language Acquisition of Main Character in the Movie "Marie's Story" as Deaf-Blind Child during learnt language was acquired and produced easily of the words class of noun and some meaning of words, sounds and speech acts.

Keywords: *Deaf-Blind Child, Marie's Story, Language Acquisition,*



*The Abstract Correction based on the researcher's information about the content of her/his thesis.
This abstract will be re-revised based on the result of his/her examination.*

CHAPTER I

INTRODUCTION

A. Background

There is no human was born *better* and *perfect* in this world. Everyone has different *ability* and *debility* especially in communication. Indah (2008: 16) refers that communicate ability and debility is supported by process language acquisition. The ability and debility in language acquisition process are influential in the language development and language produce which is being variation language.

Beside that every human has a different ability in acquiring the language such as first language acquisition naturally and also have to constrained in acquire the language with learnt the language, because a language disorder as *deaf* and *blind* person. The deaf-blind children are constrained in language acquisition. Even thought the deaf-blind was constrained in language acquisition but the deaf-blind have ability in acquiring and creating language by learning language (sign language), P. Meier (2014: 69). In the Al-Quran surah al-Rahman verse 3 and 4 explained about the great of Allah SWT had created the human to communicate each other.

خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

1. *Allah SWT had created human*
2. *And Allah SWT teaches us (human) to speak and explain purpose and wishes by human.*

Allah SWT had says in Al-Quran, human is social creature that has a language because language is important thing in communicate. As we know language is a tool of communication and as a key to connect between human in order to make stimulus and response when communicate. Language which is used to communicate depended on the user of language, what language has acquired and how to produce the language. As explain in Al-Quran surah Ar-Rum verse 22 about the great of Allah had created a different language.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَالاخْتِلافُ اَللْسِنَتِكُمْ وَالْوَاوِنِكُمْ اِنَّ فِي ذٰلِكَ لآيَاتٍ لِّلْعٰلَمِيْنَ

And among His Signs is the creation of the heavens and the earth and the different your languages and colors. Verily, in that are indeed signs for men of sound knowledge.

Allah SWT has said in Al-Quran that he had created kinds of language such as Oral language, foreign language, sign language, informal and formal language and many others kind of language. The important thing is human has a language to communicate for applied the opinion.

Analyze language acquisition is interesting topic to analyzed, especially language acquisition of person which has language disorder. There are several reason of the writer analyzed language acquisition in the person which has language disorder for showing manner, development and result of language was acquired during learnt language. In analyze language acquisition on the case person language disorder, the writer has chosen object analysis from the movie "*Marie's story*".

"*Marie's story*" movie tells about the deaf-blind child, born from the normal parents. Stories of Marie were begun when Marie came in the Larnay Institute with her father untill Marie acquire the language which thought by nun.Marguerite. "*Marie's story*" movie is a real life and have been made into the movie "*Marie's story*". Beside that the writer chosen "*Marie's story*" movie because the movie is one of literary work which talk about biography of Marie as deaf-blind.

Analyzing language acquisition of main characters in the movie "*Marie's story*" helping and facilitating the writer find out result of the data analysis in language acquisition by the deaf-blind child. So the writer raised a title analysis "*Language Acquisition of Main Character in the Movie 'Marie's Story' as Deaf-Blind Child*".

B. Research question

Based on the background above, the writer formulated research question; how are the language acquired by *Deaf-Blind Child in the Movie “Marie Story”*?

C. Objective of research

Based on the research question above, objective of the analysis is to know the language acquired by *Deaf-Blind Child in the Movie “Marie Story”*

D. Significance of research

The writer hope the analysis can be advantageous for the next analysis as:

1. To be a reference for the next analysis about language acquisition.
2. To help the reader which want know more about language acquisition.

E. Scope of research

In this study focused in analyzing language acquisition by the deaf-blind child which produce such as (sounds, words, meaning and speech acts) by has acquire during learnt language (sign language) of the *Main character in the Movie “Marie’s Story” as Deaf-Blind Child.*

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous findings

The writer chose previous findings about language acquisition such as:

Afriyanti (2017) in the thesis “*A Descriptive Study on First Language Acquisition of Helen Keller as Deaf-Blind in the Miracle Worker Movie*”, she used a method of qualitative research. She found in her thesis there are several stages of first language acquisition of Helen Keller as deaf-blind child and the way of Helen learnt her first language such as producing sounds or phonology, producing words or vocabularies, and developing pragmatics.

Awwaliyyah (2015) in her thesis “*an analysis of Tarzan’ Language acquisition in the movie Tarzan of the Apes (1999)*”, she used descriptive qualitative study. In her analysis she found language acquisition of Tarzan’s such as crying and cooing, using animal sounds. Then describing when he met people for the first time. Imitation human’s voices and start to learn human’s language then making a progress and further learning.

Widia (2012) "*Pemerolehan Kosakata Anak Tunarungu Berdasarkan Kelas Kata Bahasa Indonesia di SDLB Karya Mulia II Surabaya: Kajian Psikolinguistik*" she used descriptive qualitative method, in her analysis she found the deaf (*tunarungu*) child acquired of vocabulary more specific into acquiring a noun vocabulary because they are easier to receive a concrete better thing than abstract.

From the three previous findings the writer was interested to analyzed language acquisition of main character in the movie "Marie story" by used descriptive qualitative method. The writer indicated from the three previous findings and this analyzed have a difference and similarity.

The similarities of the three previous findings and this analysis are analysed about language acquisition by person was disability. The fourth analysis used the descriptive qualitative method. Thesis of Awalia, Afriyanti and this analysis are same analysed a movie, while Afriyanti thesis and this analysis has a similarity in analysed movie about the deaf-blind children.

The difference between Afriyanti thesis and this analysis are Afriyanti analysed "The Miracle Worker" movie which told a story of Helen as deaf-blind child which unable to communicate and Helen parent called a teacher in to their home to teach Helen language in order to communicated. While this analysis analyse "Marie's Story" movie as deaf-

blind was wild child so Marie parent send to her in the larnany institute. Then Awalia analyse movie of “Tarzan of the Apes” which was stay in the forest and grown up by the animals, while thesis of Widia used field analysis.

B. Pertinent Ideas

1. Language acquisition

According to Ortega (2013:2) understanding about language and knowing about language there are three kinds such as *description* (sound, morphology, syntax, semantic and pragmatic), *evolution* and *development* of language. While Lust (2006:9) language is a symbolic of communicated such as sounds, words, and sentence which produce by acquiring language and has a meaning and intentions. Human produce, understand and think of statement or question and command or exclamation. Overall to generate of sentence (syntax), perceive the articulate (sound of language), perceive a meaning (semantic) and use for interact (pragmatics) that is language faculty for the theory language knowledge especially language acquisition.

Krashen (2002: 1) said language acquisition is very similar in the process children is acquired and use in acquiring first and second language. It requires meaningful interaction in the target language natural and communication by speakers are concerned not with the form of their utterance but with the message they are conveying and understanding.

According to Indah (2017: 15) language acquisition is specific in the psycholinguistic than language learning, because more indicate in the process knowledge ultimate without qualification of the speaker. Language acquisition process is happening by children. While Chomsky said (2006:23) who has acquired knowledge of language has internalized some system of relate rules between sound and meaning in a particular way. Language acquisition has been studied in relation to three classes variables in proposed as necessary of sufficient conditions for language acquisition there are environmental, cognitive and innate factors, W. Carroll (2008: 325)

From the statements above, language acquisition is one of process by human to be mastering of language. Language which was acquired that also produced by person when communicated in daily activity, as mother tongue or first language.

2. First language acquisition

According to Brown (2006: 35) everyone has ability to communicated (first language) as made sounds vocal or nonvocal, sent message or received some message since of baby. Then stated, first language of human (children) is gesture. Gesture is very important in language process (language acquisition) by individuals, either becomes listener or not (non listener). Everyday communicating, without perceiving, gesture are presenting in

linguistic using and would not be different in language acquisition. Function of language gesture and speech in speaking as interaction by child and parents, besides that gesture and speech are single system which cannot be separated. First language, native language, primary language, and mother tongue (L1) are language is acquired naturally by child in early childhood, usually because that is primary language of child's family. The child grown up by multilingual and more than one, Saville-Troike (2006:188).

Different statement by Ortega (2009: 3) the child grown up monolingual and will attune *phonological*, learn to handle one word utterance until two word utterances and exponential *vocabulary*. The child will start to characterize of *syntactic* and *morphologically, pragmatically* or *syntactically*, while learn to read and write in the school. Tavacoli said (2012: 10) first language acquisition or mother tongue is stage of acquisition behavior. Explain about the other chronological aspect, that children apply language is generally for children. There is considerable discussion of nature and learning strategies with using in the process language acquisition and become criteria of structure for development of language such as *grammar, phonology and semantic*.

For Example : *sound* of baby crying, when the baby crying the sound producing as (*ea-ea-ea-ea*), so when baby crying will produced vowels sound (/e/ and /a/). Acquisition **word** by the child, when start to producing

words such as: *cat, door ball, aunty, mama, daddy, grandma and grandfather, eat, red* and any else. So when the baby producing words they are too acquired some vocabulary as: noun, verb and adjective. **Meaning** when baby is crying will showing meaning as the baby is (hungry or sickness) and **speech acts** which produced by the baby when feeling hungry the baby sometimes put the finger in to the mouth or will crying hard.

According to Yule (2010: 436) the first language of human was disability has a special language such as is sign language. The children person is not using spoken language with each other and only used a sign language as tool of communication by deaf and blind person for everyday. Then Ortego said (2009:13 and 14) the adolescents could not learn mother tongue, even was helping and efforts to studying language for communicating when still young baby. Additionally evidence come from when studies first language acquisition in the disability population. The disability child has language disorder as deaf was borne by hearing parents and only have knowledge of oral language, the deaf child will grown up without experience spoken or sign language until the child has language disorder sent into the school.

Then according to Afriyanti (2017: 88) there are several stages of first language acquisition of disability person (deaf and blind person) when learned first language such as producing sounds, producing words and developing pragmatics.

a. Deaf-blind child

According to Rao (2003:10 and 13) the deaf-blind child have a complete problem. Happening of the deaf-blind human because of there are congenital and acquired (*accident and got sick*). Human was become deaf-blind are damage both of hearing and visual, difficult to understand and hard into hearing and sight the things, Yule (2010:6). The deaf-blind child is also heterogeneous and sensory impairments. Even though the deaf-blind child was sensory impairment but also have function for typical age level and typical multiple disability as in the learning process. The deaf-blind child is complicating to speech developed and will using sign language as fluently. Used sign language is showing the deaf-blind have a special capacity of language, Hodges (2004:26).

Then According to Lust (2006:105) Young children are deaf-blind outstanding (unable look or see and hear or listen), but the deaf-blind children can also acquired the language trough by feel or touch information provided in the face and neck. Language acquisition by deaf-blind child is not direct the deaf-blind child will acquire the language by environment (learning) and acquired words or vocabulary categories, even then does not productively and infrequently because the deaf-blind child acquired the language by rules and acquired the language by piecemeal.

According to Marvalova (2015: 20-23) language development by deaf-blind child is difficult and delays, because the deaf-blind child has limited access to perceptual characteristic of the external world and limited for concept of words. Even though deaf-blind child sensory has lost, unable to identify object hard to communicate, but the deaf-blind also acquired the language. The deaf-blind child is not significant to acquire any language because of the deaf child sensory has loss and did not perceive mother tongue. Deaf-blind child used a language only one that is sign language to communicate, as long as learning and used sign language the deaf-blind child also acquired meaning of words.

According to Hollis (2011: 14) there are ways to interacting with the deaf-blind child such as to get attention have to reach before, quite close and when looked away have to tap the deaf-blind's shoulder or arm (tapping anywhere else considered rude) and waving hands in the object for getting their response.

b. Neurological evidence

Brice (2009: 3) said knowledge of the brain and neurological is very important to understanding cognition, communication and language for speech language pathologist (SLPs), special to pay attention of language (learning and using language). Then Louwerse stated (2012: 1)

Establish neurological evidence is supported to response time (RT) studies, however only indirectly demonstrate language in statistic and perceptual simulation.

c. Feral children or wild children

W. Carroll (2008: 326) feral children are children has grown up without human companionship in the wild. Then Harley said (2005: 72) the strongest version of the hypothesis is of course that without input during this period is children cannot acquire the language, supported evidence comes from reports of feral or wild children who have been abandoned at birth deprived of language in childhood. Feral or wild children have no language at all when found, but more surprisingly, appear to find language acquire despite intensive training.

3. Language learning

According to Scrino and Anthony (2009: 30) language learning is an innate capacity, that children are programmed to acquire language. According to Brown (2006: 49) Language learning is primarily a matter of transforming perception into conception. Children use a language to represent the conception and language is a means of thinking, of representing the world to oneself. Then Tyler said (2012 :16) Language learning is purpose to create meaningful communication and the child acquiring language trough

accumulation of an inventory of frames represents a radical departure from the traditional view.

From the explanation above language learning is one of system for the human to be mastering of language. Language learning can help the person which has language disorder especially deaf-blind to acquire language in order to communicating. There are ways of the deaf-blind person to learn of language such as:

a. Imitation of observational learning

Crystal (2008: 237) Application of language acquisition is refers on children behavior in copying language has acquired by around them. The children have been shown that imitation cannot by itself because of language development (despite a popular view the contrary- that children learn language by imitating their parents). The children show imitation skills as different such as in display speech production spontaneously and in comprehension. So relation of imitation, production and comprehension has been a major focus of experimental and descriptive interest in acquisition studies.

b. Purposeful learning

Freeman (2000: 6 and 7) Purposeful learning language especially sign language to make the deaf-blind students have a skill to communicate

in the language. The others aim to learn language is to develop the student's basic ability to use sign language effectively for the purposeful that is to practical communication.

4. Methods of communication of the deaf-blind

a. Deaf-blind manual alphabet

Andrew (2017: 3) Deaf-blind manual alphabet is using by the deaf-blind person to communicate. Deaf-blind manual alphabet is similar with the BSL fingerspelling alphabet to spell out words onto the hands of the person who is deaf-blind.

Hersh (2013: 447) define the deaf-blind manual alphabet is spelling using signs to represent the alphabet. There are two main approaches: The speaker's sign the letter onto the listener's flat palm: the listener puts their hand over the speaker's vertical hand and feels the movements of their fingers. Both approaches are quicker than Spartan.

b. Block alphabet

According to Hersh (2013: 447) the deaf-blind block alphabet or Spartan is spelling using sign by drawing block capital letters onto the palm. Person was deafblindness are limited sight or hearing and use the Block Alphabet method to communicate. The way use the Block alphabet is spell out the words, Andrew (2017: 3)

c. Sign language

According to Yule (2010: 436) sign language is the first language of human was disability (deaf-blind). Deaf-blind person is not using spoken language with each other and only used a sign language as tool of communication by deaf-blind person for everyday. If there are two or more peoples communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language, Wardaugh (2006: 1). Then Pichler (2012:1) said acquisition sound, lexical, morphological, syntactic and discourse properties by sign language.

According to Afriyanti (2017: 38) someone which is hard of hearing or deaf with low vision use a sign language. In some cases, people may need to sign or fingerspell more slowly than usual so the person with limited vision can see signs more clearly. When Hollis (2011:7) said Sign language is visual medium as oral language and acquire of sound only one sound which can be made at the time. Hence a whole scene can take by at once then information can be loaded into several channels and expressed simultaneously.

d. British sign language

According to Hollis (2011: 5) British sign language (BSL) is the name of sign language which is used in the United Kingdom. It is the first language of approximately 150.000 Deaf people in the British Isles. Thousands more who are not Deaf (such as employers of Deaf people, relatives/friends and interpreters) use BSL. British sign language is a visual- gesture language without a conventional written form. It has its own grammar utilizing facial expressions (non-manual features), handshapes and upper body movements to convey meaning, it is also a spatial and visual language.

e. Visual frame signing

Andrew (2017: 3) said Person used the BSL (British sign language) have a limited field of vision. Person using BSL adapts the sign and places the visual field of deaf-blind person.

f. Hands On signing (tactile signing)

According to Andrew (2017: 3) the person is used hand on signing (tactile signing) to make a sign by the hand person. Hersh (2013: 447) said tactile sign is using the over hands for communication with the partner to feel the sign. Using hands or

fingers to make sign language by the deaf-blind person to hold, writer and feel the other person's to movements as sign.

g. Clear speech

Andrew (2017: 3) state Speaking clearly is one of the best ways to communicate with person who is deaf-blind but has some sight and hearing. The ways to communicated is choose a quite place and clarify the subject of the conversation first, if can lip read sit or stand at the same level while talking.

h. Tadoma

According to Andrew (2017: 4) Person who is deaf-blind use a method Tadoma same as "tactile lipreading" that is the deaf-blind's hands on the speaker lips, jawline or neck to feel vibrations. Then Engleman, Harold and Linda (1998: 7) said *tadoma* system is hand of the listener "the deaf-blind population" as placed over the face and neck of the speaker to monitor action of the face associated with speech and sometimes the listener's used the fingers touch the speaker's mouth.

i. Braille and moon

Andrew (2017: 4) said Braille and moon are not use in general conversation, Braille and moon only used by the deaf-blind person to help for access information and write. Then According to Rao (2003:

200 and 201) Braille is a more complex system that has alphabets and contractions and abbreviations as well as punctuation symbols. The differences between Braille symbols are finer than print letters and recognition depends on making detail spatial discriminations. Braille requires the development of motor skills as well as fine tactile skills. Braille is very suitable for academic children whose language, reading and writing skills will continue to expand and develop. Then Hersh (2013: 447) state Braille or finger Braille is typing onto six fingers as Braille keyboard

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter presented the research method and design procedure to answer the research question.

A. Research Method

This study, the writer used descriptive qualitative method in analyzed “*Language Acquisition of Main Characters in the Movie Marie’s Story as Deaf-Blind Child*”. The writer described what had been acquired by Marie as a deaf- blind during Marie learnt the language which was taught by nun Marguerite such as acquired word, produced sounds, produced sentence, meaning and produced speech acts. As statement by Kumar (2011: 30), qualitative method is describing object such as kind of phenomena, situation, issue and any else.

B. Source of data

Analyzed language acquisition by deaf-blind person, the writer analyzed “*Marie’s Story*” movie and collected the data by analyzed language acquisition of the main character in the movie *Marie’s Story*. The movie of *Marie’s Story* told about the process and language acquisition of Marie as deaf-blind child.

Marie is a deaf-blind child and unable to communicate with everyone and around her. Sometimes Marie cannot control her emotion and never uses a language same with the normal person. Marie's parent cannot handle her because she is like a crazy person and has wild behaviors. Then Marie's parent decided that bring Marie at the Larnay Institute to study sing language.

C. Instrument of research

Analyzed language acquisition by the deaf-blind child in the movie, the writer used instrument analysis helped the writer in collected the data. The instrument of this analysis is the writer herself because this analysis used descriptive qualitative method in analyzed language acquisition of main character in the movie "*Marie's story*" as deaf-blind child.

D. Procedure Collection

The writer used procedure in collected the data analysis. The first, the writer watched the movie "*Marie's story*" as several times. The second, the writer screen shoot the scene acquiring and producing the language. The third, the writer classified the data which was acquired and produced by Marie. And the last, the writer explained the language was acquired and produced by Marie.

E. Data Analysis

This analysis, the writer focused in the psycholinguistic approach to make the writer was easier to found out the language acquisition of *Main characters in the Movie Marie's Story as Deaf-Blind Child*".

1. Identified language acquisition by *Main character in the Movie Marie's Story as Deaf-Blind Child*
2. Classified the language was acquired and produced by *Main character in the Movie Marie's Story as Deaf-Blind Child*
3. Then the writer explained manner of *Main character in the Movie Marie's Story as Deaf-Blind Child* when acquire and produced the language in the terms of sounds, word, sentence, meaning and speech acts.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

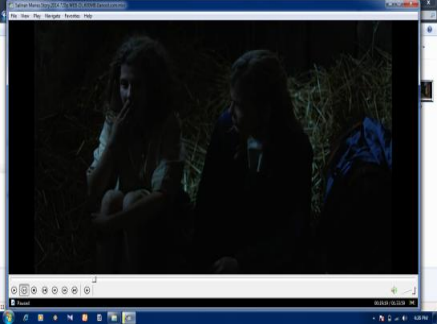
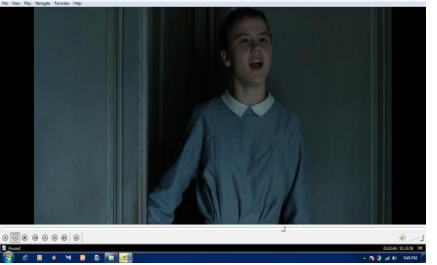
Based on the theory about language acquisition especially by Noam Chomsky explained about language acquired. Beside that according to Lust (2006:9), language is a symbolic of communication such as sounds, words, and sentence which are produced by acquiring language that had a meaning and intentions.

From the theory which discussed about language acquired, the writer showed and explained the findings which are found in the movie “Marie’ Story” such as sounds produced, word acquisition, sentence produced, explanation meaning words and sentence and the last speech acts.

1. Phonology (Sound)

Lust (2006: 42) said that phonology is essentially the description of the systems and patterns of speech sounds in a language. Then Tavakoli (2012: 4) said that high vowels /i/, /u/, mid vowel /e/, /o/ and consonant /p/, /m/ are called Phonology.

Yule (2010: 172-173) said that when still baby and before human can speak, human produced some sounds such as: *crying, cooing, babbling, and word stage.*

No	Data		Description
	Sound	Picture	
1.	C O O I N G	 <p style="text-align: center;">SD/03/BIA/MSM/00:19:19</p>	When Marie is sleepy, tired and feeling hungry, Marie is “COOING” while touched her lips and her neck. If Marie is cooing automatically, she produced the sound even though the sound is not clear.
2.	S C R E A M I N G	 <p style="text-align: center;">SD/01/IA/MSM/01:22:44</p>	As long as Marie learn language, Marie is hard to acquire language sounds. She produced the sound even though Marie did not acquire language sounds such as when Marie is looking for nun Marguerite. She is screaming

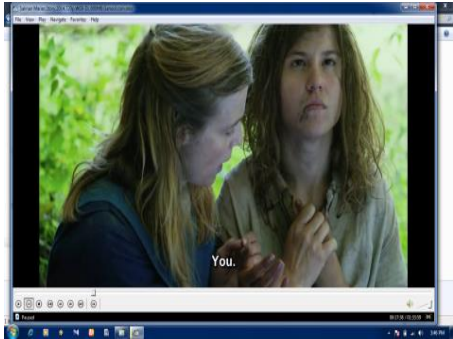
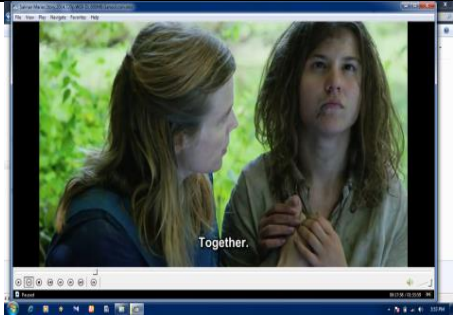
			until	produced	sound
			“A...a...a”		


Table 1.1 is findings and description about how to produce the sounds by Main Characters in the Movie Marie’s Story as Deaf-blind child.



2. Syntax (Word acquired and sentence produced)


Akmajian, et al (2001: 12) said that study of human language by examining, one of the most fundamental is word as unit of linguistic structure. Then Liberman et al (2006: 14) said that words are combined to form a sentence. According to Finegan (2008:512) said that acquisition word or vocabulary naturally has been phenomena. The child’s vocabulary is increasing by knowing familiar object.


a. Word

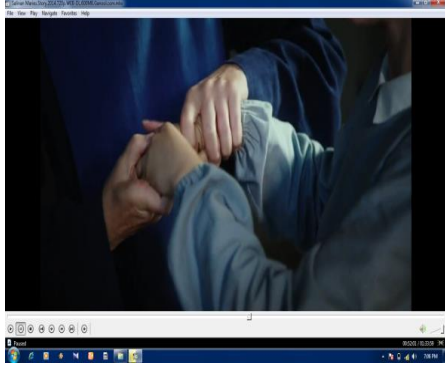
No	Data		Description
	voc	Picture	
1.	Y O U	 <p>Wd/01/IA/MSM/00:17:41</p>	<p>The First word is taught by nun Marguerite and acquired by Marie is “YOU”. The word “YOU” is acquired by forming sign in Marie’s hand. The thumb, middle finger, ring finger and pinkie are folded into the palm, while index finger is kept on straight because index finger will be used to point the object “YOU”</p>
2.	T O G E T H E R	 <p>Wd/02/IA/MSM/00:17:58</p>	<p>Marie acquires “TOGETHER” word which is taught by nun Marguerite. When nun Marguerite tries to discuss with Marie, nun Marguerite made “TOGETHER” sign language by her hand. Both of hand are made</p>


			<p>clutch. If both of the hand had been made clutch, both of hand are made clutch together.</p>
3.	C O W	 <p>Wd/04/1A/MSM/00:20:42</p>	<p>Marie acquired “COW” sign language when nun Marguerite sees Marie hugs the cow. Nun Marguerite was interested to teach Marie sign language of “COW” by forming the sign with her hands. Index finger, middle finger and ring finger are folded into the palm, while thumb and pinkie are kept on straight. If both of hand has formed the sign, both of hand are brought into the head and put the thumb in the head near at the ear.</p>

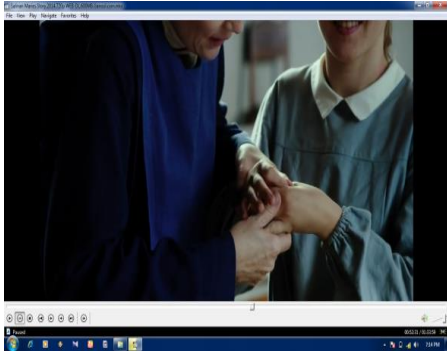

4.	W I N D O W	 <p>Wd/07/1A/MSM/00:30:33</p>	<p>Marie acquired “WINDOW” sign language after touched the window. When nun Marguerite saw Marie touched the window, Mrs. Marguerite was interested to teach sign language of “WINDOW”. Mrs. Marguerite takes Marie's hands and forming sign as: middle finger, ring finger and index finger are folded into the palm, while pinkie and thumb are kept on straight. After both of the hands have made the sign, both of hand are met and become square sign.</p>
5.	K N I F E	 <p>Wd/08/1A/MSM/00:49:42</p>	<p>Nun Marguerite teaches Marie to learn the language around 8th months and there are many words which are acquired. “KNIFE” is the first successful word which is known by Marie</p>

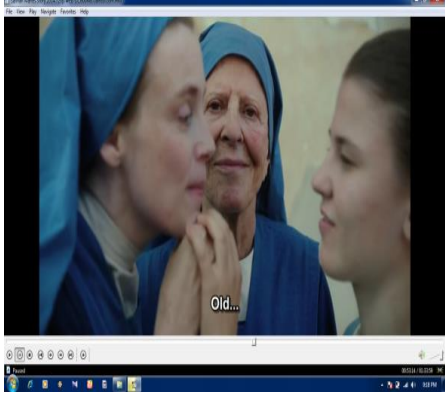
			<p>and using sign language with her hands, with the way: thumb, middle fingers, ring fingers and pinkie are folded into the palm, while index fingers are kept straight and forming a sign cross then make a movement, as cut the something.</p>
6.	F O R K	 <p>Wd/09/1A/MSM/00:51:02</p>	<p>Marie acquired “FORK” word because of she was interested to know around her. Marie touched the “FORK” while show to nun Marguerite. When Marie shown the “FORK”, nun Marguerite said that is “FORK” and directly nun Marguerite teaching Marie sign language “FORK”. By Maries hand with the way: thumb, ring finger, pinkie are folded into the palm, while index finger and middle finger are kept</p>



			<p>straight and forming sign of peace. The hand which is forming a sign of peace is moved into the palm.</p>
7.	B R E A D	 <p>Wd/10/1A/MSM/00:51:22</p>	<p>Marie acquired “BREAD” word by some steps. The first nun Marguerite asked Marie to eat the “BREAD”. The second Marie ate the “BREAD”. And the nun Marguerite teaches Marie “BREAD” sign language by Maries hands with the way: pinkie, ring fingers, middle fingers, index fingers are gathered, while thumb is kept away from them and kept straight. If both the hands (right hand and left hand) have formed the sign, both of the hands will make movement as scratching</p>

			mutually.
8.	C A R R O T	 <p data-bbox="597 814 943 846">Wd/11/1A/MSM/00:52:01</p>	<p data-bbox="1015 380 1446 411">Marie acquires “CARROT”</p> <p data-bbox="1015 453 1446 558">word after Marie touched and smells the “CARROT”. Nun Marguerite teaches Marie sign language “CARROT” by Marie’s hand with the way: thumb, middle fingers, ring fingers and pinkie are folded into the palm, while index fingers are kept straight and formed a sign pointing. If both of hand has been forming pointing sign, one of hand are budged as wiped in the one hand which has made the same sign.</p>

<p>9.</p>	<p>A P P L E</p>	 <p>Wd/12/1A/MSM/00:52:09</p>	<p>Marie acquires “APPLE” word after nun Marguerite asks Marie to eat the “APPLE”. Then Mrs. Marguerite teaches Marie the sign language of “APPLE” with the way: first Mrs. Marguerite makes a sign by her hand. Second the hand is formed as scratch while taped in the cheek. When nun Marguerite makes the sign, Marie touches the hand which had made the sign. And then Marie follows the sign and forming sign language of “APPLE” in her cheek.</p>
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10.	G R A P E	 <p data-bbox="597 722 943 758">Wd/13/IA/MSM/00:52:31</p>	<p data-bbox="1015 306 1446 1073">Marie acquires “Grape” word which is taught by nun Marguerite. After Marie touches the “GRAPE”, Nun Marguerite forms the sign language “GRAPE” by Marie’s hand with the way: thumb and index finger are met until forming “O”. If both of the hand has made the sign, both of hand is stacked together.</p>
11.	D O N K E Y	 <p data-bbox="597 1478 943 1514">Wd/14/IA/MSM/00:53:10</p>	<p data-bbox="1015 1108 1446 1808">Marie acquires “DONKEY” word when nun Marguerite brings Marie to learn language in outside of the Larnay Institute. Before nun Marguerite teach “DONKEY” sign language, Marie has to touches the “DONKEY” firstly, then nun Marguerite teaches sign language “DONKEY” with the</p>


			<p>way: nun Marguerite brings her hand in the head. Then thumb is closed at the ear and then the other fingers are budged as mocking.</p>
12.	O L D	 <p>Wd/15/1A/MSM/00:53:14</p>	<p>After Marie has acquired many word classes such as noun, nun Marguerite is interested to teach Marie word class adjective, the sign language “OLD”. By some steps: the first Marie has to touch old people. The second nun Marguerite teaches Marie sign language the “OLD” by forming fist sign with her hand. The last nun Marguerite brings her hand into the chin while budged as fist fight the chin.</p>

13.	Y O U N G	 <p data-bbox="597 604 943 638">Wd/16/IA/MSM/00:53:20</p>	<p data-bbox="1015 306 1446 1287">“YOUNG” is the second adjective which is acquired by Marie. By some steps: the first Marie has to touch the face of young people. The second Marie makes a sign by her hand as index finger, middle finger and ring finger are folded into the palm, while pinkie and thumb are kept on straight until forms as sign call. If both of the hand has made a sign as has explained, both of hand is shaken slowly.</p>
14.	P A S S A W A Y	 <p data-bbox="597 1570 943 1604">Wd/16/IA/MSM/01:11:07</p>	<p data-bbox="1015 1331 1446 1724">Pass away one of abstract word which success acquired by Marie which taught by nun Marguerite by using sign language by method: right palm touch, hind of left hand.</p>

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Table 2.2 is findings and description about how to produce the words language which is acquired by Main Characters in the Movie Marie's Story as Deaf-blind child.

b. Sentence produced

No	Data	Description
1.	<p data-bbox="451 940 719 972">Are They Coming?</p>  <p data-bbox="521 1455 865 1486">Snt/17/1A/MSM/00:53:43</p>	<p data-bbox="954 940 1450 1413">When Marie has acquired many words and has known the sign language used, Marie can arrange the words into the sentence as “are they coming”. Marie produces the sentence when asked to the nun Marguerite by using sign language. The left hand makes a sign that is pointing and the right hand makes a sign peace. Then the left hand that made a sign peace is budged or shake.</p>

<p>2.</p>	<p>It's a long time</p>  <p>Snt/18/1A/MSM/00:53:53</p>	<p>Then the next Sentence which is produced by Marie is “It’s a long time”. Marie produced the sentence when she is discussing with nun Marguerite about the arrival her parents by using sign language. by some steps: the first thumb, index finger middle finger and the ring finger are folded into the palm, while pinkie is kept on straight. Then the hand which has made the sign is budged or shaken.</p>
<p>3.</p>	<p>In the morning, when I wake, I think of you</p>  <p>Snt/24/1A/MSM/01:29:06</p>	<p>The Sentence of “In the morning, when I wake, I think of you” is said by Marie by using sign language with the way: the first sign, both of palms are directed into the face. The second is budging one of palm that is wiped behind the hand. The second both of the hands are forming sign “C” and bring in into the side of eyes. And</p>



 <p style="text-align: center;">Snt/25/IA/MSM/01:29:07</p>  <p style="text-align: center;">Snt/26/IA/MSM/01:29:08</p>	<p>then the last is forming the pointing sign and the first pointing is put on the head and the second pointing directs on the sky.</p>
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Table 3.3 is findings and description about the way to produce the sentence by Main Characters in the Movie Marie's Story as Deaf-blind child.

3. Semantic (meaning words and sentence) and pragmatic (speech acts)

Griffiths (2006: 1) Semantic and pragmatics are the two main branches of linguistic study which discussed about meaning. **Semantic** is the study of meaning (word and sentence) and **pragmatic** is an interaction of semantic knowledge in daily activity based on contexts used. According to Dardjowidjojo (2008: 265) language which is acquired and produced such as speech act is discussed in Pragmatic. There are hundreds meaning of speech acts of verb one of them: thank, congratulate, tell, assert, ask, demand, excommunicate and any else, Griffiths (2006:152).

a. Semantic meaning (words and sentence)

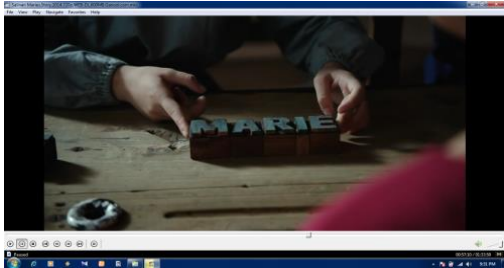

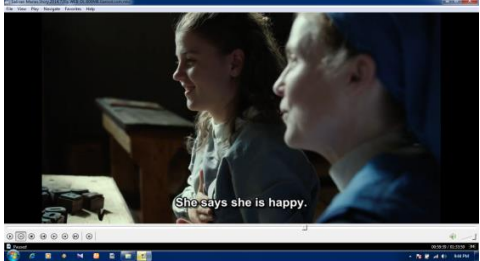

No	Semantic	Description
1.	<p data-bbox="553 499 870 531" style="text-align: center;">The word of “MARIE”</p>  <p data-bbox="537 835 886 867" style="text-align: center;">Wd/19/IA/MSM/00:57:10</p> <p data-bbox="456 911 967 1087">The meaning of “MARIE” is identity of human, as signified of human which called a name.</p>	<p data-bbox="992 499 1435 825">Maria arranged some alphabet and forming a word “MARIE”, after arranged the alphabet Marie shows to her parent then she is point herself.</p>
2.	<p data-bbox="459 1134 964 1165" style="text-align: center;">The sentence of “They are beautiful”</p>  <p data-bbox="540 1455 883 1486" style="text-align: center;">Snt/22/IA/MSM/01:14:59</p> <p data-bbox="456 1570 967 1822">The meaning of “they are Beautiful” is describes about that tomato, as signified which showed that the tomato is fresh and ready for harvested.</p>	<p data-bbox="992 1134 1435 1675">When Marie checks the tomato in the garden, she says that “they are beautiful” by using sign language. With the way: one of hand of Marie is touches her chin and other hand holds the tomato. Then she raises and waves her hands which hold the tomato.</p>

Table 4.4 is findings and description of meaning of words and sentence which has produced by Main Characters in the Movie Marie's Story as Deaf-blind child.

b. Pragmatics meaning (speech acts)

	<p style="text-align: center;">Tell</p>  <p style="text-align: center;">Spc/20/1A/MSM/00:59:39</p>	<p>When Marie said that “am happy”, indirectly she produce a speech act by telling her feeling to her parent by using sign language. With the way all of the hands are brought into the thorax, then nun Marguerite interpretates to Marie's parent that “she is said, she is happy”.</p>
	<p style="text-align: center;">Ask</p>  <p style="text-align: center;">Spc/23/1A/MSM/01:16:37</p>	<p>When Marie come in the nun Marguerite's room to bring some food, Marie ask a question “are you all right”. When Marie ask the question, indirectly Marie produced a speech act by ask a condition as some attention. With using sign language with</p>


		<p>the way, thumb, ring finger, and pinkie are folded into the palm, while middle finger and index finger are keep straight until forming a sign peace.</p>
	<p style="text-align: center;">Assert</p>  <p style="text-align: center;">Spc/21/IA/MSM/01:04:46</p>	<p>When nun Raphaelle ask Marie to eat, Marie said “No” she will not eat because nun Marguerite left her and she does not get excused by nun Marguerite. When Marie said “No” indirectly she produce a speech act by assert her feeling that she is disappointed and feel angry. When she said “NO”, she uses sign language with the way: thumb, middle finger, ring finger and pinkie are folded into the palm, while index finger is keep straight.</p>

Table 5.5 is findings and description about the speech acts produced by Main Characters in the Movie Marie's Story as Deaf-blind child.

B. DISCUSSION

Based on the result findings of the data, the result had justified the theory and the result was proposed by expert. The case of language acquisition by Marie in the movie "Marie's story" as the deaf-blind child had answered the research question. The findings of the data had showed what have acquired by Marie successfully. Then the writer explained how Marie produced the language as Deaf-Blind Child which is taught by nun Marguerite, such as:

- a. Words and sentence produced.

Table 02 acquisition words and sentence produced

No	Acquired and produced	
1	W O R D	You, cow, knife, window, fork, bread, carrot, apple, grape and donkey. <hr style="width: 80%; margin: auto;"/> <p style="text-align: center;">Noun</p>
		old and young <hr style="width: 80%; margin: auto;"/> <p style="text-align: center;">adjective</p>
		Together, <hr style="width: 80%; margin: auto;"/> <p style="text-align: center;">Adverb</p>
		Pass away <hr style="width: 80%; margin: auto;"/> <p style="text-align: center;">Verb</p>
2	S E N T E N C E	Are they coming?

	T E N C E	<p>it is a long time</p> <p>In the morning, when I wake, I think of you</p>
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Explanation acquisition words and sentence produced table 02

Since Marie was borne she never used an oral language because of she is a deaf-blind. The first acquired and produced by Marie is word. Marie as deaf-blind acquired the word YOU, TOGETHER, COW, WINDOW, KNIFE, FORK, BREAD, CARROT, APPLE, GRAPE, DONKEY and PASS AWAY which were taught by nun Marguerite. As explained by lust (2006:105), Young children are deaf-blind acquired the language by feeling or touching information provided in the face and neck. The deaf-blind child acquired the language by environment (learning) and acquired words or vocabulary categories. There are some explanations the way of Marie acquired and learnt the words such as:

1. Word YOU and TOGETHER

YOU were the first word which is taught by nun Marguerite to Marie by method: nun marguerite made a sign in Marie's hand. Then nun Marguerite taught other word that is TOGETHER by method nun

Marguerite made a sign language TOGETHER in Marie's hand but Marie was still could not success to understand.

2. COW and DONKEY

Before Marie acquired the word of COW and DONKEY, Marie touched the cow and the donkey. Then nun Marguerite taught to Marie sign language COW and DONKEY by her hands.

3. WINDOW

When Nun Marguerite taught Marie the word and sign language WINDOW, firstly Marie touched the pane of window, and then nun Marguerite made sign language of window in Marie's hand.

4. KNIFE and FORK

Knife is the first successful word which was acquired by Marie. Marie acquired the KNIFE word, by touched, and smelled the knife. Then nun Marguerite taught to Marie sign language KNIFE in Marie's hand in every time, such as when she is eating, sitting and even when Marie is going to sleep. After Marie has been understand word and sign language KNIFE, nun Marguerite taught to Marie word and sign

language fork by touched the fork and then Nun Marguerite made sign language fork in Marie's hand.

5. Word BREAD, CARROT, APPLE and GRAPE

Marie acquired word and sign language BREAD and Carrot by touched and smelled, then APPLE and GRAPE by touched, smelled and tasted. And then nun Marguerite made the sign language of the words BREAD, CARROT, APPLE and GRAPE by Marie's hand.

6. Word OLD, YOUNG and PASS AWAY

Marie acquired word and sign language OLD and YOUNG by touched the old and young face. Then to known word and sign language PASS AWAY, Marie touched the body of person that had pass away then felled the heart beat and breathing by person that had pass away.

From the explanation above, Marie as deaf-blind acquired the word by smelled, felt, and also tested. The purposeful Marie acquired the words or vocabulary in order that Marie can make a sentence which was taught by nun Marguerite. There are sentences which were produced by Marie:

1. *Are they coming? and it's long time*

Marie produced the sentences when she asked “*Are they coming?*” and said “*it’s long time*” by used sign language. Because of Marie has known and understood the sentence, Marie produce and applied the sentence when she was waiting for someone or something. The sentence can be produced by Marie automatically because there are many words that had been taught by nun Marguerite. Then Marie imitated the sentence when she was communicating and waiting her parent to meet her.

2. *In the morning, when I wake, I think of you*

In the morning, when I wake, I think of you is one of the complicit sentence which is produced by Marie. When Marie produced the sentence, it has been showed that during learnt language especially sign language Marie has acquired the words successfully and has been developing as when Marie produced a complicit sentence.

From the explanation above during Marie learnt a sign language, the first acquired by Marie is words. Then it showed that the words which were acquired by Marie as deaf-blind child had been more developed when she produced the sentence and imitated what has been acquired and learnt in her activity especially in communicating by using sign language. As the explanation on Crystal (2008: 237) Application of language acquisition refers on children behavior in

copying language which has been acquired in around them. The children have shown that imitation cannot be done by itself because of language development (despite a popular view the contrary- that children learn language by imitating their parents).

Then Freeman (2000: 6 and 7) said that purposeful learning language especially sign language is to make the deaf-blind students have a skill in language to communicate. The others aim in learning language is to developing the student's basic ability in using sign language in communicating effectively

b. meaning (word and sentence) produced

Table 03 meaning (word and sentence)

No	Meaning	
	Word	Sentence
1.	MARIE	They are beautiful

Explanation result findings acquisition meaning (word and sentence)

Table 03

Explain about meaning is not easy for the deaf-blind person, especially to send meaning of word and sentence without learnt. For example when Marie told meaning of M.A.R.I.E and *They Are Beautiful*:

1. M.A.R.I.E

When Marie met her parent, she made a word M.A.R.I.E by used block alphabet. Marie used block alphabet to show her parent structure the word of M.A.R.I.E because her parent doesn't understand sign language, Marie explained meaning of the word M.A.R.I.E to her parent by used sign language. Then nun Marguerite interpreted what Marie told to her parent by used oral language.

2. *They Are Beautiful*

When Marie in the garden, she said "*They Are Beautiful*" to nun Marguerite by using sign language while hold the tomato. "*They are beautiful*" are connotation of sentence which was produced by Marie because Marie doesn't explained about women but more explained about a tomato. Marie could produce the sentence automatically which was taught earlier, that beautiful not only for person but also could for fruit and any else.

From the explanation above, when Marie explained meaning of the word and sentence, Marie used two methods of

communication such as block alphabet when forming word M.A.R.I.E and used sign language when tell meaning of word M.A.R.I.E and “*They are beautiful*” sentence. As explained by Andrew (2017: 3) Person was deafblindness are limited sight or hearing and use the Block Alphabet method to communicate. The way of Block alphabet using is spell out the words. Then According to Yule (2010: 436) Deaf-blind person is not using spoken language with other people and only using a sign language as tool of communication by deaf-blind person for everyday.

c. Speech acts produced

During Marie learnt language until could acquire the word and understand many meanings, speech acts always followed automatically. As, at the first time Marie came in the Larnany Institute, she always touched and smelled the person around her to know with whose she was together. During Marie learnt sign language, acquired word and understand meaning of word and the sentence, Marie has been more improved especially in speech acts. Marie can produce and convey the meaning of speech acts in contexts, such as when Marie *tell* something, *ask* and when she want communicate. As explained by Griffiths (2006:152) conveying meaning of word and sentence are described in speech acts, one of

them: thank, congratulate, tell, assert, ask, demand, excommunicate and any else.

d. Sounds produced

Table 01 result findings language produced.

No	Phonology			acquired	Produced
	Sound	vowel	Consonant		
1.	Cooing	/a/	-	-	✓
2.	screaming	/a/	-	-	✓

Explanation sounds produced in the table 01

Sounds are the complicated language which is acquired by Marie as deaf-blind child. Nun Marguerite always spelled when she taught Marie the word but Marie never heard what nun Marguerite spelled because Marie was born by loosed hearing and sight (deaf-blind). During Marie's life is impossible to acquire the sound language clearly. Even Marie able produced a sound, the sound was produced by Marie only "cooing and screaming". The sounds are produced by Marie can't be applied when she is communicating.

From the explanation of the result findings, during Maries came in the Larny instituted to learn a language to communicate, Marie acquired and produced word, sentence, meaning, speech acts and complicated sounds. Beside that Marie also could use method of communication by deaf-blind child that are: Braille, block alphabet

and sign language, which imitation when communicate in daily activity.

This analysis and the three previous findings have similarity and differences. The similarities of the three previous findings are successful acquired the language. The differences previous findings and this analysis are Awaliyah (2015) found sounds language acquired (crying, cooing and how to imitation of human voices or start learn of daily language. Widia (2012) found a vocabulary language (noun, adjective, verb, adverb, pronoun and preposition). Afriyanti (2017) found a sounds produced, words, and pragmatics (speech acts) which was acquired by Helen. While this analysis the writer had found, Marie as deaf-blind child has acquired and produced are word, sentence, meaning, speech acts and nothing sounds was successful acquired, except when Marie “cooing and screaming”.

CHAPTER V

CONCLUSSIONS AND SUGGESTION

A. CONCLUSIONS

This analysis conducted to show the findings Language Acquisition of Main Character in the Movie “Marie’s Story” as Deaf-Blind Child during learnt language there are acquisition words, sound produced, sentence produced, meaning produced and speech acts produced. The writer concluded that Language Acquisition of Main Character in the Movie “Marie’s Story” as Deaf-Blind Child during learnt language was easy in acquired the words class of noun, meaning of words, little sounds and speech acts was acquired and produced.

Beside that in Marie’s language acquisition, during learnt the language until could produced the language to communicate, Marie acquired the language by used some steps such as by touching, observing and Marie imitated the language by nun Marguerite’s taught, that is (sign language).

B. SUGGESTIONS

The writer suggested that this analysis can be a reference in the subject English literature department because this analysis tell about language disorder, sign language, the way and method of communication by person, especially learning about language acquisition by child and all of them founded one of the subject English literature department especially in psycholinguistic course.

Beside that the writer suggested to the next researcher especially analyzing the movie. The writer advised back to analyze “Marie’s story” movie as object analysis in the other perspectives such as sociological approach in order to the next researcher that can give the different view of analyzing *movie of Marie’s story*.

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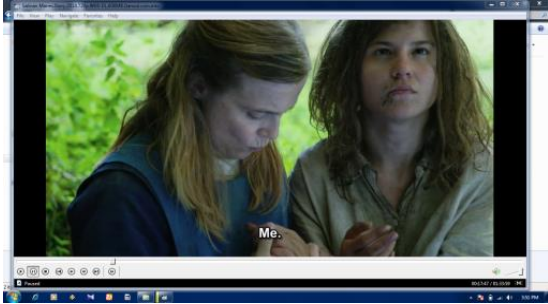
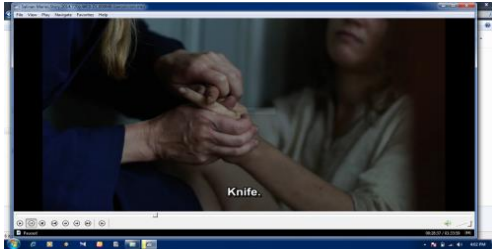
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A P P E N D I C E S

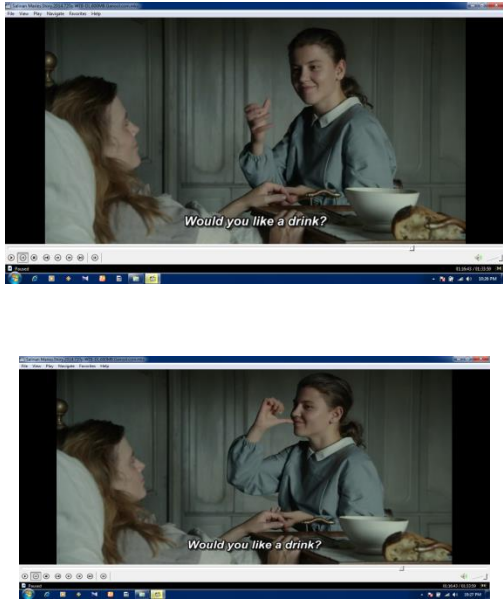

ABBREVIATION

- Wd : word
- Snt : sentence
- Spc : speech acts
- BLA : before acquire Language
- IA : Acquire Language
- MAM : Maries Story Movie

The data

No		
1.		Marie acquires word “ME” after nun Marguerite taught Marie word “YOU” by use sign language.
2.		Word “KNIFE” is always acquired by Marie which taught by nun Marguerite with use sign language.

3.		Marie acquires word “PANE” is taught by nun Marguerite by use sign language after Marie touches the window.
4.		Marie acquires word “LEAF” after known some words, so nun Marguerite interested to teach Marie about the world.
5.		Word “FLOWER” acquired by Marie after touches and smells the flower in Maries around.
6.		After Marie has many acquire some words Marie able produce a sentence when communicated as the sentence produce “can they see me?” when she is asking to

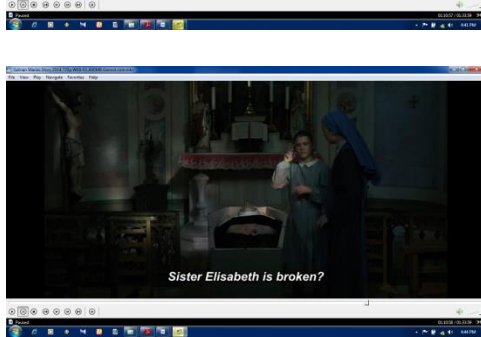
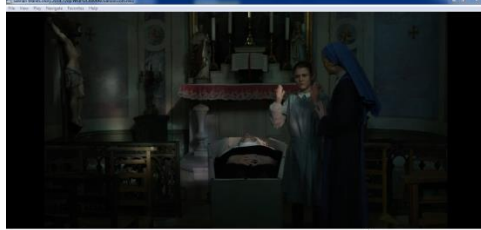
		nun Marguerite.
7.		<p>When Marie has acquired some words and able produces a sentence directly speech acts by Marie is improve as when she is produced ask speech acts “would you drink?” by using sign language.</p>
8.		<p>Beside that she is able produce warn speech acts as when Marie said “careful it’s hot” and automatically Marie also produce a <i>meaning of sentence</i> with the meaning <i>Marie is care</i> to nun Marguerite.</p>

9.



After nun Marguerite is die, Marie has passive to use a language especially sign language as when Marie comes in the interment she is said “a new little girl arrived today, she is likes me deaf and blind” when Marie produce the sentence Marie is produce a speech acts *tell* to nun Marguerite that herself much learn and beside that she is tell there is a new little girl come in the Larny institute and the little girl is same condition with Marie (deaf-blind).

10.



When Marie comes to see nun Elisabeth in the chest pass away, she is produced ask speech acts as when Marie said “ nun Elisabeth is broken?” beside that when Marie said the sentence indirectly Marie is producing *meaning of sentence* and the meaning is “afraid”

BIOGRAPHY



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