

**SEMIOTIC COMMUNICATION ANALYSIS ON THE CHILDREN OF
AUTISM SPECTRUM DISORDER IN THE BLACK MOVIE**

SKIRIPSI

Submit in Partial Fulfilment of the Requirement

For the Degree of Sarjana Pendidikan (S.P.d)

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By

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Dengan ini menyatakan bahwa skripsi saya yang berjudul "**Semiotic Communication Analysis on the Children of Autism Spectrum Disorder in the Black Movie**" adalah benar bersifat asli (*original*), bukan hasil meniadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.



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ABSTRACT

Tati Lamsari Lubis. 1602050170. Semiotic Communication Analysis on the Children of Autism Spechtrum Disorder in the Black Movie. Skripsi. English Education Program. Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2020.

This thesis discusses language disorder on the main character in the "Black" movie. The purpose of this thesis is to describe the types of language disorder and effort to overcome communication difficulties on the main character in the "Black" movie. The researcher used the qualitative descriptive method and a psycholinguistic approach in describing the types of language disorder faced by the main character in the Black movie. In this research, the researcher found that in the "Black" movie show language disorders in children with autism as the main character, namely the types of expressive and receptive language disorders and the efforts made to help the main character in communicating are by using semiotic (sign). In this resarch, the instrument used by the writer was to take notes. From this instrument, the researcher watching movie and read the script of the movie and identifying by writing down the data and then classified the data.

Keywords: Language Disorder

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Hopefully this research findings are expected to be useful for those who read the study and are interested in the topic. I hope this is not the last research researcher but the beginning of research researchers for the future. Finally, the researchers realized that this research was far from perfect even though I had done my best in completing this work. Therefore, constructive criticism, comments, suggestions are welcomed for further improvement of this study.

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Medan, 15 Oktober 2020

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Semiotics is the study of signs. Meanwhile, communication is the delivery of a message both verbally and non-verbally from the communicator to the communicant. The relationship between semiotics and communication is very close related where humans live in a community that always interacts with other humans, and of course they require communication tools, namely by using signs such as sounds, motion and symbols.

The inability to interact and communicate is related to the development of the brain and nerves in children, thus indicating impaired understanding or expression. There are many things that need to be understood in communicating with other people, one of which is by using signs. In order for the sign to be understood properly and correctly, the communicator and the communicant must understand each other so that there is no misunderstanding between the two. However, there are several obstacles in communication and the competence of verbal assignment objectives.

One of the problems faced by speakers is language disorder. People with language disorder will find it difficult to interact with other people because some people for example children have autism spectrum disorder (ASD) or what is better known as autism. Because basically autistic children cannot provide and receive information clearly, the use of semiotics can help speakers convey their intentions and goals to their listeners.

Language disorders in children with autism indicate impaired understanding or expression from spoken, written, or other symbol systems, where autistic children show one type of expressive language disorder, namely difficulty in conveying or expressing information in speech, while receptive language disorders are difficulties in understanding. Language disorders in children with autism will affect the child's ability to interact, behave and communicate with other people.

One of the phenomena of language disorder in children with autism is that when doing something new with other people that has never been done before, the child will rebel and can even hurt other people and also often create chaos such as doing random activities without thinking about the consequences. In this case the patient experiences a disturbance in his mind which affects his imagination. In situations like this, children with autism need special educational services, namely presenting teachers who are experts in dealing with language disorders by introducing semiotics as a tool for communicating with other people. because communication is one of the most important elements in the activities of everyday human life.

Therefore, in this research the researcher only focus to analyze the types of language disorders found in the main character Michelle who has difficulty in communicating skills in the Black movie and one way that could be done was to used gestures done by the main character, because the main character has difficulty pronouncing the words to be conveyed to the other person. This is the reason why researcher was interested in analyzing language disorders in autism in the main character of the film "Black". Because the phenomenon of language

disorders in children with autism was interesting to know and to analyzed to solve conflicts with language disorders and types of language disorders.

Black was a 2005 Hindi-language drama film directed by Sanjay Leela Bhansali and starring Rani Mukerji and Amitabh Bachchan. In this story the main character was named Michelle McNally, the eldest son of Mr. Nair McNally and Mrs. McNally. Black tells the story of a girl who was blind and deaf since she was born into the world and her relationship with her teacher named Pak Sahai who eventually developed Alzheimer's disease. Black was a commercial success, becoming the second highest grossing Indian film in the world in 2005 and the highest grossing Indian film of 2005 overseas. The researcher used the film "Black" and the script as the object of analysis which showed the speech disorder of the main character who was diagnosed with a language disorder as a communication problem. This can be seen clearly from the way the main characters interact.

B. The Identification of The Study

Based on the background of the research above, the problems can be identified as the following:

1. Semiotics one of the methods used by children with autism to communicate
2. Difficulty in communicating is a language disorder in children with autism
3. Autism can affect a child ability to interact, behave, and communicate with other people
4. Language disorders in children with autism have difficulty pronouncing the sentences to be conveyed

C. Scope and Limitation

The scope of this research was language disorders in the main character in the "Black" movie, and the limitation in this research is the types of expressive and receptive language disorders in children with autism as the main character.

D. Formulation of the Study

Based on the description in the back ground of the study above, the writer formulates research questionas follows:

1. What kind of language disorder did the main character has in the Black movie?
2. How to overcome communication difficulties in the main character who has language disorders by using the science of semiotics in the Black movie?

E. Objective of the Study

The objectives of the research were:

1. To find out the kind of language disorder on the main character in the Black movie
2. To find out the ways efforts how to overcome communication in the main character in the Black movie

F. The Significance of the Study

The research significance is expected as:

Theoretically:

1. The findings of this research were expected to be a reference and information to improved psycholinguistic learning, especially regarding language disorders in children with autism.

Practical:

The research results could contribute to the following parties.

1. Readers, to provide a deeper understanding of the psycholinguistic field. The result of the research can indirectly open their mind to see and accept the presence of someone suffering from autism and other language disorders.
2. Lecture, to be the source of information in psycholinguistic learning, especially autism as a type of language disorder and to explain more to students about language disorders in children with autism so that students can learn more about language disorders (especially autism).
3. Other reader researchers, to provided additional information about Autism as a language disorder in children. This also becomes a new reference for their studies, especially with a psycholinguistic approach.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Semiotics

Semiotics is a scientific field that deals with the process of making meaning through signs and symbols. It focuses on using signs and symbols to interchange messages both verbally and non-verbally (Şenel, 2007). Non-verbal communication elements are clarified as posture, eye contact (oculesics), gestures and mimics, hand movements, personal distance, clothing and being faceto face by Ünal and Altay (2013). The thinking of sign users is the result of the influence of various social constructs where the sign users are located (Kriyantono, 2006).

In the study of semiotics assume that social phenomena in society and culture are signs, semiotics that study the systems, rules, and conventions that allow these signs to have meaning. The only way messages can be sent from one person to another is by using a code. Coding is the process of turning thoughts or communication into messages. Decoding is the opposite, which is the process of reading messages and understanding their meaning. Meaning is considered from the point of view of its function in the process of social interaction.

1.1. The Basic Components of Semiotics

The basic components of semiotics are as follows: sign (sign), symbol (symbol), and sign (nal). These three problems are included in the scope of

semiotics because it enables communication between subjects and objects in the path of understanding as a basic component of semiotics.

Explanation the semiotic components are as follows (Danesi, 2010: 4):

a. Sign, The sign is part of the science of semiotics which marks a thing or condition to explain or notify the object to the subject. In this case the sign always shows something real, for example, objects, events, writing, language, actions, events, and other forms of signs.

b. Symbol, The symbol is something or condition that leads the subject's understanding of the object. The relationship between the subject and the object is tucked into a meaningful understanding. A symbol is always associated with signs that have been given cultural, situational, and conditional characteristics. The symbol is a sign that means dynamic, special, subjective, class, and majas. In literary works, whether in the form of poetry, fiction, or drama, there are various kinds of symbols, including: color symbols, object symbols, sound symbols, atmosphere symbols, tone symbols, and symbols of imaginative visualization arising from facial arrangements or typography.

c. Gesture, Cues are things or conditions given by the subject to the object. In this situation the subject always does something to notify the object being signaled at that time. So, cues are always temporal. If the usage is suspended, the gesture will change to a sign or symbol. All three (signs, symbols and signs) have nuances, which are very small differences in language, color and so on.

1.2. Types of Semiotics

Below are the types of semiotics proposed by Hoed and Pateda, the explanation is as follows:

Types of Semiotics According to Hoed

Hoed stated (in Sobur, 2006: 15), there were 2 (two) types of semiotic studies including the following:

a. Semiotics of Communication

The communication semiotics emphasizes theories about the production of signs, one of which assumes that there are 6 factors in communication:

1. sender,
2. receiver
3. code (sign system)
4. message,
5. communication channel and
6. reference.

b. Semiotics significance

This semiotics of significance emphasizes sign theory as well as its understanding in a certain context. For Semiotics this type is not a problem for the purpose of communicating on the contrary in this type, the priority is the understanding of a sign so that the cognitive process of the recipient of the sign is more concerned than the communication process.

Types of Semiotics According to Pateda

According to Pateda (2001: 29), there are 9 (nine) types of semiotics including the following:

1. Analytic semiotics

It is a semiotic who analyzes the sign system. Semiotics which object as well as their analyzers become ideas, objects, and meanings. The idea is connected as a symbol, while the meaning is the burden in the symbol that refers to a particular object.

2. Descriptive semiotics

It is Semiotic that pays attention to the system of signs that can be experienced now, even though there are signs that have always remained as witnessed today. However, with the increasing knowledge, technology, and also art, there have been many signs created by humans to be able to meet their needs.

3. Faunal Semiotics (Zoo Semiotics)

It is a semiotic that specifically pays attention to the sign system produced by animals. These animals usually produce signs to communicate with each other, but also often produces signs that can be interpreted by humans.

4. Cultural Semiotics

It is a semiotic that specifically examines the sign system that applies in certain cultures. Society is a social creature that has a certain cultural system that has been hereditary maintained and respected.

5. Narrative semiotics

It is a semiotic that examines the sign system in the narrative in the form of myths and also oral stories (Folklore).

6. Natural Semiotics

It is a semiotic that specifically examines the sign system produced by nature.

7. Normative semiotics

It is a semiotic that specifically examines the sign system created by humans that embodies norms, for example traffic signs.

8. Social Semiotics

It is a semiotic that specifically examines the sign system produced by humans in the form of symbols, both symbolic forms of words or symbolic forms of words in units called sentences. Meaning In other words, this social semiotic examines the sign system found in language.

9. Structural semiotics

It is a semiotic that specifically examines the sign system that is manifested through the structure of language.

2. Language Disorder

Language disorder is a communication disorder in which a person has persistent difficulties in learning and using various forms of language (i.e., spoken, written, sign language). Individuals with language disorder have language abilities that are significantly below those expected for their age, which limits the ability to communicate or effectively participate in many social, academic, or professional environments. Children with developmental language disorder (DLD) have problems with language that significantly impact their social interactions and educational progress (Bishop, Snowling, Thompson, & Greenhalgh, 2017).

The ability to communicate with peers and adults in the educational setting is essential for pupils to succeed in school. According to Hardman, Drew and Egan, (2002), children with communication disorders frequently did not perform

as expected at grade level. They may struggle with reading, have difficulties in understanding and expressing language, misunderstand social cues, avoid attending school, poor social interaction, and under achieves in tests. Most speech and language disorders exhibited by school children are developmental, that is, roots of the problem exist from birth and manifestations of the problem emerge as the child develops and it becomes obvious that is slower or atypical compared to peers. In a minority of cases, speech and language disorders are acquired when a child suffers from an illness or accident that affects brain function. This type of speech disorder is known as aphasia (American Speech-Language-Hearing Association (ASHA), 2000).

Pre-school children identified as language disordered often have long term problems with language and academic skills. The school aged language disordered children may continue to have difficulty in expressing their ideas. They may begin to compensate by producing only short, simple sentences on which they are not likely to make a grammatical error or they may avoid talking, except when necessary. They may also have difficulty in comprehending complex sentences and figurative language such as idioms and metaphors. Poor language skills put these children at risk for reading problems. Therefore, it is not surprising that even children with relatively mild language disorders may have academic problems (Plante and Beeson, 2004).

Symptoms of language disorder first appear in the early developmental period when children begin to learn and use language. Language learning and use relies on both expressive and receptive skills. Expressive ability refers to the production of verbal or gestural signals, while receptive ability refers to the

process of receiving and understanding language. Individuals with language disorder may have impairments in either their receptive or expressive abilities, or both. Overall, people with this condition have deficits in understanding and producing vocabulary, sentence structure, and discourse. Because people with language disorder typically have a limited understanding of vocabulary and grammar, they also have a limited capacity for engaging in conversation.

According to Smith and Tyler, (2009) the early stages of an individual's life span dictate the vulnerability and dependant on others to guide him or her. This responsibility comes to the parents to teach their children with speech and language disorders, the right from wrong according to their socially acceptable attitudes. A child also learns things from other members of the household such as siblings or other relatives. However, the predominant influence is that of the parents. Parents play a big role because they are primarily in control of the individual during childhood and adolescent years. The involvement of parents can be a good ground for model behaviour. However, it could also have a negative impact on the child. Situations such as violent environment could greatly impact how children think, act and emotionally feel.

Blood, Boyle, Blood and Nalesnik (2010) also stated that children with speech and language disorders could easily be bullied and was more common in childhood. Bullying involves the consistent and intentional harassment of individual, and may be physical or verbal in nature. This trend has

a great effect on the socialization of children with speech and language disorders. Blood, Blood, Tramontana, Sylvia, Boyle and Motzko (2011) stipulated that the social implications of speech and language disorders were so powerful that they had the potential to influence self-esteem, depression levels and academic success.

2.1. The Cause of Language Disorder

Communication disorders have a strong genetic component, and individuals with language disorder are more likely to have family members with a history of language impairment. Language disorder is also strongly associated with other neurodevelopmental disorders, such as specific learning disorder (literacy and numeracy), attention-deficit/hyperactivity disorder, autism spectrum disorder, and developmental coordination disorder.

According to Rohmani Nur Indah (2008: 53) There are three aspects that cause language disorders. They are biological, cognitive and psychogenic, and linguistic causes.

1. Biological Language Disorders

Biologically impaired language is caused by organ imperfections. Examples are those that are deaf, visually impaired and those with impaired speech mechanisms.

a. Disorders due to organ imperfections

In people with hearing impairment, the modern approach used to educate the hearing impaired prioritizes teaching sign language. By using sign language as a mother tongue, the deaf then understand spoken and written languages as a

second language. Today teaches the understanding of reading lip movements more emphasized. However, for people with hearing impairment with very severe hearing damage can only be taught with sign language.

b. Interference with speech mechanism

Imperfections of speech organs hinder one's ability to produce speech (speech) that is actually integrated from the vocal cords, tongue, muscles that make up the oral cavity and esophagus, and lungs. This is called interference with the speech mechanism. According to Chaer (2003) based on the mechanism, speech disorders can occur due to abnormalities in the lungs (pulmonary), on the vocal cords (larynx), on the tongue (lingual), and on the oral cavity and esophagus (resonantal).

2. Cognitive and Psychogenic

Cognitive is one of the most important domains in education. In general, cognitive means intellectual potential which consists of the stages: knowledge, understanding, application, analysis, synthesis, evaluation. The cognitive domain is a domain that includes mental (brain) activity. cognitive is a problem that involves the ability to develop rational (reasoning) abilities in children with language disorders. Where cognitive theory emphasizes how to process or try to optimize the ability of aspects or rational reasoning possessed by sufferers.

cognitive and psychogenic are interrelated because if cognitive impairment will affect communication and interaction skills in children with language disorders. Where the relevance between language and thought lies in the quality of language to express thoughts in verbal expressions. Regarding the relationship between language and thought because language is needed by the human ability to

recognize it. Thus, it can be concluded that the disturbance of verbal expression comes from disturbances of mind. Various kinds of diseases that arise from this case such as dementia, Down syndrome, stuttering, and so on (Rohmani Nur Indah, 2008: 69).

2.2. Causes of Language Disorders in Children

language or communication disorders in general can be categorized as follows:

1. Speech disorders caused:
 - a. Articulation problems
 - b. Vocal disturbances
 - c. Fluency problems imperfections of brain development
 - d. Delay in speaking which can be triggered by environmental factors, hearing loss or developmental disorders
2. Hearing loss, both partial and total, of which types include:
 - a. Conductive hearing loss caused by a disease that interferes with the function of the outer and middle ear so that the person needs to use hearing aids
 - b. Hearing loss due to loss of nerve sensors due to damage to sensory cells in the ear that function to deliver messages or sound stimuli. The person has difficulty responding to any sound even when using hearing aids
 - c. Complex hearing loss due to impaired function of the outer and inner ear
 - d. Hearing center loss that occurs as a result of damage to nerves or brain tissue.
3. Disturbances due to certain conditions such as:
 - a. Learning difficulties that can be both a cause and a result of language disorders
 - b. Cerebral palsy or cerebral palsy
 - c. Mental retardation or retardation

2.3. Types of Language Disorder

Language disorders are a type of communication disorder. (So is social communication disorder.) They impact how people use and process language. There are three main types of language disorder:

1. Expressive language disorder: People have trouble getting their message across when they talk. They often struggle to put words together into sentences that make sense.
2. Receptive language disorder: People struggle to get the meaning of what others are saying. Because of this, they often respond in ways that don't make sense.
3. Mixed receptive-expressive language issues: Some people struggle with both using and understanding language.

According Simms & Schum (2011:32) Language disorder in children refers to problems with either:

- a. Getting their meaning or message across to others (expressive language disorder)
- b. Understanding the message coming from others (receptive language disorder)

Some children only have an expressive language disorder. Others have a mixed receptive-expressive language disorder. This means they have symptoms of both conditions. Children with language disorders are able to produce sounds and their speech can be understood. And some kinds problem in language disorder are most infants and children, language

develops naturally beginning at birth. To develop language, a child must be able to hear, see, understand, and remember. Children must also have the physical ability to form speech.

Children with an expressive language disorder have problems using language to express what they are thinking or need. These children may:

- a. Have a hard time putting words together into sentences, or their sentences may be simple and short and the word order may be off
- b. Have difficulty finding the right words when talking, and often use placeholder words such as "um"
- c. Have a vocabulary that is below the level of other children the same age
- d. Leave words out of sentences when talking
- e. Use certain phrases over and over again, and repeat (echo) parts or all of questions
- f. Use tenses (past, present, future) improperly

Children with a receptive language disorder have difficulty understanding language. They may have:

- a. A hard time understanding what other people have said
- b. Problems following directions that are spoken to them
- c. Problems organizing their thoughts

According to John Carroll (1985:282) Expressive language disorders are a broad category and often overlap with other disabilities or conditions.

Characteristics of an expressive language disorder may include:

- a. Word-finding difficulties

Word-finding difficulty should not be taken at face value. The first task is to determine what is meant: defective speech output of various kinds may be described as a problem 'finding words', 'finding' (or 'remembering') names', 'getting words out', 'using the wrong words', 'jumbled' or 'mixed up' words. There may be an inability to convey precise shades of meaning or loss of facility with crossword puzzles.

b. Limited vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This mis use though slight and unintentional may be compensated by facial expressions, tone of voice.

c. Over use of non-specific words Generally use the word like “thing” and “stuff” in speaking without explaining the specific meanings repeated what was said previously

d. Over reliance on stock phrases

Over-reliance on stock phrases like 'scientists say' suggests the writer hasn't grasped the wider picture use stock phrases without context the conversation does not maximize the depiction of the conversation

e. Difficulty “coming to the point” of what they are trying to say.

Difficulty in explain or tell the subject that is not accurate and make boredom and discomfort to listeners who seem not to the content of the conversation.

Receptive language disorder is the comprehension of spoken language. Students with a receptive language disorder have difficulty understanding and processing what is said to them. Receptive language includes understanding

figurative language, as well as literal language. Characteristics of a receptive language disorder may include:

a. Not appearing to listen

Not appearing to listen concern about information given to you by a speaker, showing that you are listening and interested, and providing feedback to the speaker so that he or she knows the message was received. Effective listeners show speakers that they have been heard and understood.

b. Difficulty following verbal directions

Difficulty following verbal directions the issue could be caused by auditory processing disorder or other language disorders. These issues can hear just fine. But their brains have trouble making sense of the information they hear.

c. Limited vocabulary

Limited vocabulary is almost the words he or she cannot more recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

d. Difficulty understanding complex sentences Complex, in this situation, does not mean complicated, long or impressive. This is a common misconception and leads to some one who didn't know very long and grammatically incorrect sentences that are very difficult to understand.

e. Interpret words or phrases

Difficult to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

f. Demonstrating lack of interest Demonstrating lack of interest is when story books are read to them or tells the topic of conversation

According to Hardman, Drew and Egan, (2002), children with communication disorders frequently did not perform as expected at grade level. They may struggle with reading, have difficulties in understanding and expressing language, misunderstand social cues, avoid attending school, poor social interaction, and under achieves in tests. Language disorders are often developmental. They start in early childhood and continue into adulthood. But they can also be caused by a brain injury or illness. Language disorders aren't a matter of intelligence, however. People who have them are as smart as other people. They just struggle with certain skills. The signs of expressive language problems can show up very early. Kids are often late to talk and use very few words once they start. Signs of receptive language problems appear a little later. Kids may have trouble following directions, too. When other people talk, they may not respond or they may respond in ways that are off topic.

Expressive language disorder refers to the use of spoken language. A student with an expressive language disorder is unable to communicate thoughts, needs or wants at the same level or with the same complexity as his or her same-aged peers. Students with an expressive language disorder may understand most language but are unable to use this language in sentences. Difficulties with the pronunciation of words may or may not be present.

Smith and Tyler (2009) stated that language disorders created similar difficulties in communicating with others, but may also include difficulties in understanding what others were to say (receptive language). Receptive

language disorders are a broad category that can range from mild to severe and often overlap with other conditions and/or disabilities. In conclusion, Expressive language disorder is difficulty conveying or expressing information in speech and receptive language disorder is difficulties in Understanding.

From the explanation above, the conclusion is that expressive language disorder is a difficulty in conveying or expressing information in speech while receptive language disorder is a difficulty in understanding.

3. Autism Spectrum Disorder

Autism spectrum disorder (ASD) is a term used to cover various disorders related to children's brain and neurodevelopment. It is called the autism spectrum or Autism Spectrum Disorder (ASD) because there are very different variations between people. Each has unique abilities, symptoms and difficulties in terms of social skills, communication and behavior (Smith et al, 2010). Conditions that fall into this spectrum include autism, Asperger's syndrome, Heller syndrome, and pervasive developmental disorder (PPD-NOS). This means that a child who has one type of autism spectrum disorder may have different symptoms than other children who may have the same disease or other disorders on the spectrum.

Autism is a term used to describe a type of neurological problem that affects thinking, perception and attention. These disturbances can inhibit, slow down or interfere with signals from the eyes, ears and other sensory organs. This generally weakens a person's ability to interact with others, perhaps in social activities or the use of communication skills such as speaking, imagining and drawing conclusions (Handoyo, 2004). According to Safari (2005) autism is the

inability to interact with other people, where language disorders can slow down language acquisition, ecolalia, mutism, reversal of sentences, repetitive play activities and stereotypes, strong memory routes, and an obsessive desire to maintain order in the environment.

Autism is a collection of syndromes that interfere with the nerves and development of children. Autistic children are not miraculous children like parents believe, but they are also not a carrier of shame or disaster for the family (Prasetyono, 2008). Autism is a developmental disorder that can affect a person in communicating and socializing and interacting with other people. In addition to being unresponsive to others, autistic children are also obsessed with environmental similarities.

That is the child can be rigid with the routine he faces, he will be angry if there is a change in his condition from what he is used to. There are two categories of autistic behavior, namely excessive (excessive) behavior and deficit (deficient) behavior. Excessive behavior includes hyperactivity and tantrums (tantrums) in the form of screaming, kicking, biting, scratching, hitting, etc. Here too, children often hurt themselves (self-abuse). Deficit behavior is characterized by speech disorders, unsuitable social behavior (climbing into the mother's lap not for affection but to grab the cake), sensory deficits that are thought to be deaf, playing incorrectly and inappropriate emotions, for example laughing without cause, crying without cause, and daydreaming (Handoyo, 2004). Autistic children are children who have developmental disorders. Loneliness greatly affects a child in various aspects of the environment and experiences (Delphie, 2009).

3.1. Classification of Autism

Autism disorders have several classifications in them, based on the explanation of the Kinarki (2018) classification of autism disorders, including the following:

1. The classification of autism is based on when an abnormality occurs.

There are two types of autism, namely (a) infantile autism comes from the word "infant" which means baby so that this term is used in referring to autistic children who have abnormalities from birth. Whereas (b) autism is a child with autism at the time of birth under normal circumstances, signs and symptoms of autism appear after some time, usually aged two to three years.

2. Classification of autism based on social interaction.

There are three groups of autistic children, namely, (a) a lone group, seen children isolate themselves, do not accept social approaches to cause behavior and attention that is less friendly. (b) passive groups, children can accept social approaches and are able to get along with peers but are not so interactive.

(3) active groups, children will spontaneously approach other children, but lead to strange behavior and unilateral behavior for themselves.

Classification of autism is based on the prediction of independence. There are three types of autism, namely, (a) poor prognosis, can not be independent (number 2/3 of people with autism. (b) moderate prognosis, there is progress in the social and educational fields even though behavioral problems persist (1/4 of autism). (c) Prognosis is good, has a normal or even normal social life that functions well in the surrounding environment (1/10 of all people with autism) who are classified as independent individuals.

3.2. Causes of Autism

The cause of autism is not known with certainty. Some experts mention the causes of autism disorders, namely, multifactorial, biochemical disorders, food combinations, environmental cleanliness, and drug factors. According to Hallahan & Kauffman (2006) that scientists do not exactly know what is wrong with the brain of an autistic individual, but certainly, the cause is more neurobiological, not interpersonal.

According to Rinarki (2018) states that there are several factors that cause autism in children, this cannot be ascertained because in the years of research by scientists. Some of the factors that cause autism include the following:

1. Genetic Factors.

Autistic genetics make an abnormal design that occurs in the genetic branch above that will affect the underlying genetic factors, causing abnormalities in cell and nerve growth.

2. Prenatal, Christmas, and Postnatal Factors.

Factors that can affect the occurrence of autism are, bleeding in early pregnancy, use of drugs, crying babies in early births are obstructed, respiratory problems and anemia. In addition to some of the factors above failure of brain growth due to lack of nutrition can not be absorbed properly.

3. Neuro Anatomic Factor.

Neuro anatomic factor is a disorder in the cells of the brain while still in the womb caused by oxygenation bleeding, or infection.

4. Factor Heavy Metal Poisoning.

Family conditions close to mining can cause autism. Poisoning consumed by pregnant women as well as some fish that contain heavy minerals with high levels.

B. Previous Relevance of Study

This research is not the first study that discusses communication semiotics in children who have language disorder. There are several studies related to this topic. First, who learned about Novice Teachers' Knowledge of Reading-related Disabilities and Dyslexia by Erin K. Washburn, Candace A. Mulcahy, Gail Musante, R. Malatesha Joshi (2017). This research investigated about reading-related disabilities, understanding of reading problems on the people language disorder was called dyslexia where dyslexia is a language disorder that causes difficulty reading, writing, or processing written linguistic information. The purpose of this research was to examine the beginner teacher's comprehension about the characteristics in reading incompetence of dyslexia child and whether the type of competency certification, grade level certification or exposure to reading content predicted teacher comprehension. If this journal the researcher focus on Dyslexia, but in this research it was about Autism.

Second, journal is The Impact of Speech and Language Disorder on Pupils, Learning and Socialization in School of Kolomo, Zambia by Awoniyi Samuel Adebayo, Ph.D and Malikana Mabuku (2014). This research investigated the impact of speech and language disorders on student learning and socialization in schools. In this research, the researcher collected students of language disorders and selected them purposeful. Preschool children who are identified as

language disorders often have long-term limitations and problems in language and academic skills but depending on the child's age. Usually children with language disorders can only speak as needed by using short and simple sentences. This research clearly reveal that the performance of students with low language disorder and academic achievement is influenced by the type of disorder and their level of socialization, but that the type of disorder has a greater effect on academic achievement. If this journal, researchers focus on the impact of speech in children with language disorders, but in this research it was about the types of language disorders in children with autism.

Third, journal is A Multidimensional Review of Bilingual Aphasia as a Language Disorder by Mohsen Akbari (2014). In this journal the researcher discuss about Aphasia as a multifaceted language disorder associated with a complex relationship between language and brain that is significant in the flow of research in various disciplines including neurolinguistics, psycholinguistics, cognitive studies and language acquisition. Aphasia was constitute the type of language disorder. Aphasia sufferers can experience speech, understanding, reading, writing and arithmetic problems. In most cases aphasia can be caused by brain hemorrhage. If in this journal researchers focus on Afasia, but in this research it was about Autism.

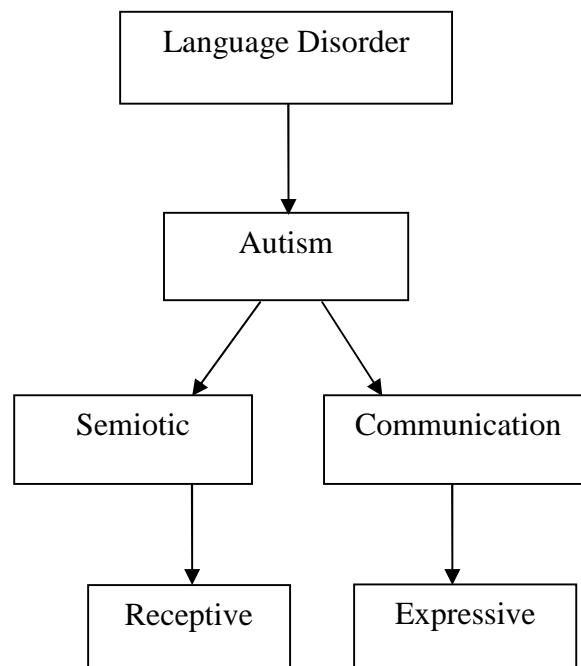
C. Conceptual Framework

The discussion about language disorders was interesting topic to analyzed because the main character in the Black movie has language disorders from birth so that they have difficulty communicating. The purpose of communication were

to convey messages either verbally or indirectly through the media to other people so that the relationship between semiotics and communication is very closely related. Where humans live in a community that always interacts with other humans and of course requires a means of communication, namely by using signs. However, there are several obstacles in communicating and competence in the purpose of verbal assignments.

One of the problems faced by speakers is language disorder. Where people with language disorder have limitation in communication and the sufferer did not know how to share conversations, be polite, or make friends. Therefore, the researcher tried to learn more about language disorder because in this research it shows the types of language disorders in children who experience language disorders and difficulties in expressive and receptive abilities in communicating. Language disorder is the most common of communication in children called autism and this disorder is known as autism spectrum disorder or ASD. Where Autism Spectrum Disorder (ASD) is a term used to cover various disorders related to brain and neurodevelopment in children. From the explanation above, one way that can be done to children with autism is by introducing the science of semiotics to communicate with other people where semiotics is the study of signs such as motion, sound, and symbols.

Diagram Of Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Researcher used qualitative descriptive analysis in this research where it is designed to describe or explain clearly and in detail to find answers and conclusions in this matter. Bogdan and Taylor (in Moleong, 2006: 4) state that qualitative methods are used as research procedures that produce descriptive data containing spoken and written words and observable community behavior. After that, the researchers described the problems causing language disorders in children with autism as the main character in the "Black" movie. In this case, qualitative methods are used to describe the types of language disorders in children with autism, and the way or efforts which must be done to overcome communication on the main character in the Black movie.

B. Source of the Data

The source of the data in this research were taken and viewed from the movie and movie script entitled Black on Youtube which was screened in 2005. The researcher took this movie because there was a story about language disorder in children with autism in accordance with the title under the research. Language disorders indicate impaired understanding or expression from spoken, written, or other symbol systems in the main character and other characters in each scene. This movie has a duration 02 hours 04 minutes with the movie script of 39 pages long and all of them were used as the source of this research data.

C. Technique of Collecting Data

In collecting the data for this research, the researcher uses the documentation method to see the content uttered. It is applied to obtain the data from the source of video.

There are some steps to collect the data by the researcher:

1. Watching the “Black” movie as the object of analysis
2. Downloading and reading scripts of the Black movie
3. Taking note to make the transcription text

D. Technique of Data Analyzing

Data analysis technique in this research applied interactive theories from Miles and Huberman (2007: 16). They divide the steps in the data analysis activity by several sections, as follows:

1. Data Collection:

In the analysis of data collection from youtube by watching videos and reading scripts from the film Black, where the film tell about the language disorder in communicating and interacting on children autism.

2. Data Reduction:

In this step, the data collected from watching video and see the scripts on Black movie unnecessary data can be delete and then conclusion about language disorder in Black films.

3. Data Display

Identifying and investigating various types of language disorder experience by the main character in the film Black.

4. Conclusion (verification):

The final step after the data display will draw conclusion and verification. This will be used to describe all data and find answers to analyze language disorder in children in the Black movie.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data

The data of this research are taken from the Black movie, which discussed language disorder which are problems in children with autism as the main character who have difficulty interacting and communicating with others. The researcher use dialogue and scripts as the object of the research in accordance with the theory. Based on these data, the researcher found the types of language disorders on children with autism in the Black movie as subject in research and how to overcome the problem of language disorder found in Michelle character in Black movie.

B. Data Analysis

Based on this data, the researcher found the types of language disorders in children with autism as a subject of the research and the influence of semiotics as a tool in communicating in the Black movie. Sentences and paragraphs were analyzed and classified based on research questions, movie was also analyzed to get answers to these questions.

C. Findings

Types of Language Disorder experienced by Main Character

No	Type of Language Disorder	Characteristics/ Symptoms	Data
1	Expressive Language	Haling difficulty to tell or	Sahai: Throw water at me! Let me teach you what water is! Come here! What water is, come on! This is

	Disorder	recalling information.	<p>water... water... water... Give me your hand... this is woah...water... water... Understand?</p> <p>Michelle: Woah!! Woah!</p> <p>Sahai: Water... it's water... w.a.t.e.r. Mrs. McNally!!!</p> <p>Yes... this is 'Grass'.G.r.a.s.s. Spell it...Very good... Very good... mrs. McNally!!! That's 'flower' flower... flower... f.l.o.w.e.r... flower. Mrs. McNally!! Mr. McNally!! Mr. McNally!! Mr. McNally!!</p> <p>Mrs. McNally: What's wrong Mr. Sahai? Is Michelle all right? Michelle...</p> <p>Sahai: Michelle she... Mrs. McNally. She knows, she knows. She knows the meaning of words. She actually. Actually knows the meaning of words. Look Look! Yes, Michelle...mother. Mother...</p> <p>Michelle: maa...</p> <p>Mrs. McNally: once more</p> <p>Michelle: maa..</p> <p>Mrs. McNally: pa...</p> <p>Michelle: pa...</p> <p>Sahai: this is 'teacher'. "tea... cher"</p> <p>Michelle: tee... tee</p> <p>Sahai: Yes... Yes Yes, he's your tee dear ms. Nair... Youll be happy to know... that I have... I have...</p> <p><i>(Page: 20/39, Minute: 48:06 s)</i></p>
		Haling inability	University Jury: Mr. Sahai, you know this university is

		<p>to speak straight to the point</p>	<p>for normal students. But because of your faith in Michelle... and because we believe you are a good teacher...we will interview Michelle.</p> <p>Sahai: Thank you.</p> <p>University jury: But today, you can't interpret for Michelle. We have called a special teacher, who doesn't know either of you.</p> <p>Sahai: She will interpret. They will interview you. Another interpreter, not me, ok?</p> <p>University jury: Ah, there she is. Welcome ms. Nair, meet Mr. Sahai.</p> <p>Sahai: Hello, ms. Nair.</p> <p>Ms.Nair: Hello.</p> <p>University jury: are you ready for the interview?</p> <p>Ms. Nair: We're ready, sir.</p> <p>University jury: Why do you want to study?</p> <p>Michelle: I want to study... and learn... so that I may live with dignity, with independence... and to be a live.</p> <p>University jury: How many oceans are there in the world?</p> <p>Ms. Nair: How many oceans are there in the world?</p> <p>Michelle: For me every drop of water is an ocean.</p> <p>University jury: she is not answering my question. How many oceans are there in the world?</p> <p>Ms. Nair: They want a straight answer to their</p>
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			<p>question. If we are in India, on which side will America be? If you are in India, which side is America?</p> <p>Michelle: The world is round. So America can be on any side.</p> <p>University jury: What does knowledge mean to her?</p> <p>Ms. Nair: What does knowledge mean to you?</p> <p>Michelle: Knowledge... is everything knowledge is spirit, wisdom, courage, Light, sound. Knowledge is my bible, God...tee!... knowledge is my teacher.</p> <p>University jury: bravo! Excellent. Congratulations, Mr. Sahai. Your student is now a part of our university.</p> <p>Sahai: Thank you... thank you.</p> <p><i>(Page: 22-23/39, Minute: 1:00:56 s)</i></p>
		<p>Using short words and simple sentences.</p>	<p>Sahai: It's not going to snow. Please concentrate on your studies.</p> <p>Michelle: a...g...</p> <p>Sahai: No, no... you wont need the umbrella at all, concentrate.</p> <p>Michelle: Give me the umbrella.</p> <p>Sahai: Hey stop it...</p> <p>Michelle: Give me the umbrella...Give me the umbrella... give... me... the umbrella.</p> <p>Sahai: you are too slow! How will you pass? You'll</p>

			<p>try? Let's watch it this is ten words in one minute</p> <p>You're going to try and do thirty.</p> <p>Michelle: Thirty words, my foot! Pass?</p> <p>Sahai: No fail.No, not in one or two subjects, you have failed in all of them.</p> <p><i>(Page: 27/39, Minute: 1:11:41 s)</i></p>
		Interpreting words or phrases	<p>Pastor: I declare you to be man and wife. Now they are exchanging rings. You may now kiss the bride.</p> <p>Sahai: The priest has asked them to kiss as man and wife.</p> <p>Michelle: On the cheek?</p> <p>Sahai: No, no, not on the cheek. On the lips.</p> <p>Michelle: Tee...te...</p> <p>Sahai: what are you doing here?</p> <p>Michelle: Wanted... to talk. Do you love... me? I'm suffering...</p> <p>Sahai: I understand that you are suffering...</p> <p>Michelle: I may never know... what it is to... love... a man.</p> <p>Sahai: Maybe you will never experience physical love but...</p> <p>Michelle: will you kiss me once...please? Tee... tee...</p> <p><i>(Page: 35-36/39, Minute: 1:38:30 s)</i></p>
2	Receptive Language	Not appearing to listen	<p>Sahai: I am very hungry, I am going to eat... and if you behave then you can eat too. No... You will not use</p>

	Disorder		<p>your hands to eat your food. Open it, open it, open, and open your hands. Leave, leave it. Leave it. Sit. Sit. Sit. Sit down. You will not touch the food with your hands. Sit down... sit. Stop it... stop it. Just stop it, just stop it. Stop it. Just stop it, just just stop it. Stop It.</p> <p>Spoon. Spoon. There is going to be no mother. Your mother's not here. Just your teacher. Your teacher... just me where you going? Where do you think you are going...you are not going to go out...don't...wait... where do you think you are running from? You are not going out...come along... with me... come on. Come here... sit. You are going to eat your food with a spoon. Come on. You are going to eat your food with a spoon, come on, open your mouth... open it...open your mouth... open, open it... open it. Open it, open it. Yes. Yes. Yes... very good. You little brat... that should cool you down.</p> <p><i>(Page: 10/39, Minute: 22:38 s)</i></p>
		Haling difficulty to follow verbal directions	<p>Sahai: Mmmm...interesting. Playful, bit of a brat. And very pretty...Yes. Yes... oh someone new... a new buddy. You like my glasses, don't you? Well... you can have them... here... there you go. Happy?</p> <p>Teacher... tea... cher.</p> <p>Michelle: T..e..</p> <p>Mrs. McNally: Mr. Sahai she understand?</p>

			<p>Sahai: No, she's just imitating me.</p> <p>Michelle: Mb..r</p> <p>Sahai: Good... good girl, what is she doing?</p> <p>Mrs. McNally: That's her sign for me. Her mother.</p> <p>Sahai: oh, she's strong.</p> <p><i>(Page: 7/39, Minute: 17:46 s)</i></p>
		<p>Demonstrating lack of interest</p>	<p>Sahai: Hey, Michelle... Michelle... where do you think you are going? Leave this bag... leave it, leave it...leave this bag!</p> <p>Michelle: Enough! I want to go home.</p> <p>Sahai: No. No... you're not going anywhere.</p> <p>Michelle: I don't want to stay. I don't want to study.</p> <p>Sahi: No... no... You will stay... you will study. You understand? You will study. In three years even the braille letters have worn out... but nothing has entered your brain.</p> <p>Mrs. McNally: Let her be, Mr. Sahai!</p> <p>Sahai: Mrs. McNally, I haven't spent I'm not going to allow her to be a failure. Hey... come here... you...come here...listen, you will...you will not... you will not run away from failure. Understand? Not run away from failure! Michelle... what is this? Don't you dare disrespect a book! Pick it up... come on. Pick it up, pick up the book... pick up the book... Michelle... Michelle... pick up the book... stop it as long as I am</p>

			<p>alive, you will study.</p> <p>Michelle: I don't want to learn.</p> <p>Sahai: Yes! You will learn. You will graduate. The black robe. Our dream...</p> <p>Michelle: I don't want a robe. My world is black No your world... your world is not black. It is full of Light! My world is black, black..., black...!</p> <p>Sahai: in less than 2 minutes. She's not slow anymore</p> <p>Mrs. McNally time for celebration. Time for... an ice-cream, my dear.</p> <p>Mrs. McNally: Ice-cream?</p> <p>Sahai: Yes... Mrs. McNally. Life is an ice-cream.</p> <p>Enjoy it before it melts.</p> <p><i>(Page: 29-30/39, Minute: 59:50 s)</i></p>
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The table above explained the types of language disorder, expressive and receptive language disorder of the main character in the movie, and the data were taken from the “BLACK” movie and its script as follows:

1. Expressive language disorder

a. Having difficulty to tell or recall information

From the data, it appeared that Michelle was having difficulty to telling or recalling the information and wanted to share with her teacher. Because of limited vocabulary understanding, Michelle tried to remember what she had learned from her teacher by using mouth movements. She initiated conversations by holding the water, grass and flowers in the around. From the explanation above it could be concluded she actually

know the meaning of words. With the way Michelle conveyed the information, there was a hope and strength to make Michelle even better.

b. Being inability to speak straight to the point

In the movie was showed the difficulty of getting to the point. Mr. Sahai struggled to get Michelle into college to further her education and abilities. When the questioner gave the question, the main character seemed to have difficulty answering questions with longer answers and even became the cause of listener's boredom and discomfort. But Michelle tried to give the answer she knowe by using common sense, and in the end the questioner could draw conclusions from her character answer. With all the answers Michelle gave to her questioner, she was finally able to get him admitted and accepted into the University.

c. Having limited vocabulary

It could be seen from the data above the main character showed the limited vocabulary where Michelle tended to make repeated conversations. The limited vocabulary was certainly in line with the very limited use of language. Because of haling limited vocabulary, she failed three times in a row in doing the subjects. Although Michelle failed but Mr. Sahai continued to provide support to Michelle because according to Mr. Sahai, failure was the first step to success and it took Michelle a long time to do her job and to get better results.

d. Interpreting words or phrases

The main character damonstarted lack of following with the general conversation at his sister party. Michelle did not know the literal meaning of Mr. Sahai and thought love was a kiss on the cheek, but he misperceptions out love evidenced by a kiss on the lips. If the individual with a language disorder of new knowledge so she would try it. Therefore, it was Michelle who had difficulty responding to the literal meaning of

the word, Mr. Sahai suddenly asked to be kissed because for 12 years studying with Mr. Sahai she was never experienced physical love. But Mr.Sahai refused because he thought he would lose all his dignity as a teacher and it was not appropriate. However, seeing Michelle's condition with a language disorder, Mr.Sahai felt sorry for her and finally Pak Sahai complied with Michelle's request and understood that she was suffering.

2. Receptive language disorder

a. Having difficulty following verbal directions

Here the main character had difficulty following conversations with other people. Mr. Sahai as the new teacher for Mr. McNally did private study at home. Mr. Sahai was invited to Mr. McNally to see Michelle's condition first hand. When Mr. Sahai came and tried to approach him with great caution because Michelle had autism. Mr. Sahai tried to hold Michelle's hand and suddenly Michelle let go of her hand, maybe because of someone new. Here Michelle felt Mr. Sahai face and followed the movements of her lips using her fingers and Michelle also tried to follow the movements of the lips she just held. But Mr. Sahai was surprised to see the bell at Michelle's feet and it turned out that this was her identity. If her parents searched, she could be angry because she made Michelle like an animal. If the viewers looked at the conversation above, Mr. Sahai was eager to change Michelle's backwardness because she had a language barrier that made it difficult to respond to topics of conversation and had difficulty understanding body language.

b. Not appearing to listen

Researcher found out where the main character was really could not to see, hear and speak when the speaker communicated with her and even the respond was very bad.

When Mr. sahai saw bad behavior Michelle eating by taking both hands and walking to make pissed and angry because looking rude. However Mr. Sahai tried to give the instructions using a harsh for not eating together in the table with the aim that Michelle could accept and followed her teacher's direction. With directions given by Mr. Sahai finally Michelle could follow the eating instructions quietly sitting and use a spoon in the table.

c. Demonstrating lack of interest

Here Michelle Demonstrated lack of interest in learning where Michelle was too slow in typing and always failed to take courses, so she did not respond and accepted Mr. Sahai well. However, Mr. Sahai tried to show there was a change in Michelle with the passion to teach her, even Mr. Sahai said that Michelle would graduate to get the dream black robe. According to Mr. Sahai failure was the first step to success and if Michelle failed then it was her biggest mistake. However, Michelle had the wrong perception for thinking she could not but Michelle tried again to type when Mr. Sahai spoke to him and it turned out that he could type 30 words in less than 3 minutes and there it appeared a hope of getting back up.

2. Efforts to overcome communication difficulties for the main character who experienced language disorders Expressive and Receptive by using semiotics in the Black movie

a. Setting : In the Garden

Description

The type of expressive disorder in the characteristics or symptoms which appeared in the main character was inability to speak straight to the point. Here Michelle enrolled as a new student at the University, but because she abilities were not like other normal children, usually the campus was not sure that

Michelle could attend the lectures well. However Mr. Sahai tried to convince the campus that Michelle was not mentally retarded. Finally, the campus believed the explanation and was were a to interview Michelle, the university invited language disorder experts to interpret Michelle's intentions and goals. For all the questions and answers given by the campus, Michelle was finally accepted as a student at that university. Based on the explanation above, it could be seen that semiotics was used by the main character to communicate by using signs, such as hand movements and eyeballs.

b. Setting : In the Garden

Description

The type of expressive disorder in the characteristics or symptoms that appeared in the main character was difficult to tell or remember the information. Here Michelle had a hard time expressing what she wanted to say because of her limited vocabulary. Michelle began to remember what she had learned with lip movements and when she touched her lips then grabbed anything around her like water, flowers and grass, then water was pronounced w-o-a-h, flowers were pronounced as f-o and grass was pronounced as g-a-s-s. From the explanation above, it could be seen that Michelle used an object, namely water, flowers and grass to remember how to pronounce it again.

a. Setting : In the House

Description

The type of receptive disorder in the characteristics or symptoms that appeared in the main character was having difficulty to follow conversations with other people. Here, the main character was Michelle, fingering Mr. Sahai face and then tried to follow Mr. Sahai lips and speech. Based on the explanation above, it

could said that the method used by Mr. Sahai to Michelle was by using the science of semiotics, namely using body movements to communicate with Michelle, and in the end Michelle was able to follow the movement.

b. Setting: In the dining room table

Description

The type of receptive disorder in the characteristics or symptoms which appeared in the main character was not appearing to listen. Here the main character was completely unable to see, hear and speak and even the behavior shown was also very bad. Michelle showed disrespectful behavior such as eating with her hands together and while walking around. This behavior certainly made Mr. Sahai upset and angry. Mr. Sahai forced Michelle to follow her instructions, but it was difficult for Michelle to understand even though she has been taught with harsh treatment so that Mr. Sahai tried to teach the proper behavior, namely eating with a spoon and having to sit quietly on a chair. Based on the explanation above, it could be said be seen that the method used by Pak Sahai to Michelle was by using semiotics that was by using objects such as spoons for eating and chairs.

From the explanation above, the researcher concluded that expressive and receptive symptoms or features existed in the main character Black and the efforts were made to overcome communication difficulties by using semiotics; such as hand movements, objects and symbols in the main character who had language disorders. All types of language disorders are more related, and one of the most dominant types used was receptive language disorder in the film "Black".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, this research has answered the formulation problems which were found in the research objective in chapter one. The findings of the research data explained the types of language disorders and the efforts to overcome communication difficulties in the main character who had language disorders. It could be concluded that the types of language disorder were as follows:

a. Expressive Language Disorders, this meant a kind of language disorder that referred to the use of spoken language, namely the inability to speak clearly, the researcher found many types of language disorders in the movie, there were 4 dialogues related to language disorders which could reflect the real condition of the main character in the Black movie.

b. Receptive language disorders, was closely related to how and what people said and understood spoken language, namely difficulty in understanding. The researcher found there were 3 dialogues related to language disorder.

There were also 7 dialogues related to the types of language namely expressive and receptive, and these 2 types of language disorders had the most data on the main character. Efforts were made to overcome communication difficulties by using semiotics such as hand movements, objects and symbols.

B. Suggestion

1. Literary works, such as movie, can be the source for researchers to receive moral education so that the readers could use them as learning material.
2. Especially for those who were already parents, they must take the time to communicate with their children because children need attention and closeness to their parents.
3. For further research, the authors recommend further research on expressive and receptive language disorders so that the research become better and more specific about language disorders in children with autism.

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Scripts.com

Black

By Sanjay Leela Bhansali

"My name is Michelle McNally"
"the Older child Of an Ango Indian
family based in shimla"
"this sory is aout me and my teacher"
"a story about two people
left incomplete by god..."
"who have fought a battle with fate..."
"and made the impossible, possible"
"the world in my story is different..."
"where sound transcends into silence..."
"and Light into darkness"
"this is my world"
"where nothing can be seen nor heard"
"there is only one name for my world..."
"how long can you live in this darkness?"
"A few moments... hours... days?"
"For 4o years I've lived
in this darkness..."
"for 4 years I've given
my final b.a. Exam..."
"and for twelve years, I've gone
to this church, every Sunday"
"but that Sunday was special"
"I felt God would answer my prayers..."
"...my only prayer was..."
"...that my teacher
would come back to me"
"my prayers take long to reach God..."
"and he takes long in granting them"
"even that Sunday I didn't
find my teacher"
"that evening Sara and I were
returning home..."
"...when suddenly..."
wait...
Michelle, just wait for me, ok?
Oh my God!
Michelle!! Michelle!!
Michelle!!
Y our prayers have been answered...
it's debraj... he's there
near the fountain,
It's true, I promise, yes promise!
Come! Yes. Yes

"that day my teacher came back to me..."
"after 12 years I recognized him..."
"but he had forgotten everything..."
"even me"
"I am writing this story for him..."
"to my teacher - debraj sahai"
he doesn't remember anything?
Surely there must be something
we can do.
Sara, Mr. Sahai has alzheimer's disease.
He has forgotten everything.
It's a very scary void.
Mr. Sahai has even forgotten his bed.
He has forgotten words,
even forgotten how to speak.
No doctor. I refuse to believe this...
he must remember something...
otherwise, after all these years,
to find him at our house...
and Mr. Sahai can
never forget Michelle.
Like a duster wipes the words
of a blackboard...
the disease has slowly
wiped out all his memories.
A few words or instances
might spark some memory...
but alzheimer's has no cure.
What is Michelle doing?
She wants to read to him
her life story, in braille.
Maybe by touching those words
he might remember something...
Michelle believes
that this miracle will happen.
Science doesn't believe in miracles.
It is impossible for him
to remember anything...
Impossible is one word that
Mr. Sahai never taught Michelle
and what you call impossible...
she will make possible.
"You were written in my destiny..."
"when I was 2 years old"

"that night suddenly
all happiness left us..."
"when my life entered a black vaccuum"
Michelle... my beautiful baby.
You're not sick anymore...
now you can play in water.
Look who has come! Papa!
What has the doctor told papa?
The doctor has said that
Michelle can't see or hear.
What did you say?
Our Michelle has gone
blind and deaf.
Look at me! Michelle!
"I was like an animal"
"children loved playing pranks on me."
"So did God."
Mrs. Gomes! Who has tied
these cans on Michelle?
Shh... calm down Michelle,
calm down, baby calm down.
Fire! Fire! Mrs. McNally. Fire!
Help mrs. McNally
help. Mrs. McNally
for eight years... every day
a new accident
hurting someone with a knife,
or breaking her own head!
She could have burnt
the whole house down.
With Michelle, we can never be happy.
What are you trying to say?
We will send her to an institution.
You mean a mental asylum?
How can you think that?
Cathy, I love her just as much.
But I still want to send her away.
She could cause irreparable damage.
No. I'm sorry. I don't agree.
There is noother solution.
I have no more patience left.
Sara! Oh my God!
Enough of this...!
This child will be the death of us.

Paul, leave her!
She will not stay her another moment.
She almost... killed Sara.
Let her go!
It's not her fault.
For God's sake!
Try and understand her.
She is suffering.
She is suffocating
in her own darkness.
My baby is suffering
there's this school in dehradun...
where children like Michelle
are given special training.
If you let me,
I can write for a teacher...
we do not need a teacher...
we need a magician.
I don't want to hear anymore
that there is no cure for our Michelle.
One last time Paul.
Maybe this is the teacher
who is the magician...
who will bring Light
intoour Michelles life.
Debraj.
Ah, ms. Nair. Come into the Light.
What are you doing, debraj?
Youve just had your eyes operated.
And now what are you doing
holding a dying bulb?
This bulb is dying, ms. Nair.
I need to stand by it
am I right?
It's... it's dying.
Youve been drinking again all day.
Haven't you, debraj?
No, no...
trying to find a sign for Light.
For my deaf and blind children...
whose Light has been
taken away from them.
Light... Light!
Just spell it, debraj.

L.I.G.h.t. Light
ah! The difference between
a teacher... and a magician.
You make me so angry sometimes debraj.
Angry... angry
stop this bullshit
bullshit bullshit
bull. Bull... bull... shit bull... shit
I do not have time for your talks.
I have some very important news for you.
Three guesses... if it's my termination
letter, put it in the third drawer.
If it's my last salary,
then it goes here in my pocket...
and if it's a notice to vacate this room
then throw it in the dustbin.
And. on your way to any of
these ms Nair... could you please
fetch me my... eye-drops... from that
table over there. Thank you.
You may have three guesses debraj...
but you have only one choice.
This letter.
An eight-year girl,
in shimla, Michelle.
She can't see, she can't hear and
her parents don't understand her.
You are their last hope debraj.
Otherwise they will put her
in the asylum.
You are the best teacher I know.
She needs a teacher, you need a job.
Look up
what do you see in this eye, ms. Nair?
A great love for me.
You need to get your eyes checked.
And this one?
- Nothing
her name is Michelle, isn't it?
I can see everything clearly.
A beautiful morning...
snow covered streets...
and that little girl...
a lost soul, directionless.

I will give her wings
made of words, ms. Nair.
I will teach her how to fly.
You couldn't do anything for yourself
and you're out to change others' lives
what happened, do your eyes hurt?
No, not my eyes...
my heart hurts...
listening to your cruel words...
it hurts... it hurts!
That after spending thirty years
in this school...
I'm just an unseen unheard entity.
When I saw the school
for the last time...
my students were waving to me
in the wrong direction.
Waving to me in the
wrong direction ms. Nair.
Oh! Lt... it... it... hurts...
it hurts.
"Destiny had put together
two strange soul- mates."
"I was left incomplete by god..."
"and you were
a battle - weary warrior."
"I was waiting in my darkness..."
"and you were bringing
the flickering Light."
Right. Where's the girl?
This is all we needed.
An alcoholic teacher.
Mmmm... interesting.
Playful, bit of a brat.
And very pretty...
Yes. Yes... someone new...
a new buddy.
You like my glasses, don't you?
Well... you can have them...
here... there you go.
Happy?
Teacher... tea... cher
Mr. Sahai, she understands?
No, she's just imitating me.

Good... good girl what
is she doing? That's
her sign for me. Her
mother
oh, she's strong.
- I'm really sorry, Mr. Sahai
It's alright.
What's this!!
What is this bell for?
This is her identity
If she is lost.
We find her through its sound.
Take it off!!!!
When you think, that
your child is an animal...
what do you expect of others?
- It's your job to make her human.
How do you plan to do this?
These fingers, Mr. McNally.
They're eyes of the blind...
...Voice of the mute...
poetry of the deaf.
Raise it to a sword...
...clench it for strength.
They can feed you and slap you,
they can point you towards God
and sometimes...
even the door.
It isn't as easy as you make it seem.
My daughter is like me...
stubborn...
- Insolent.
Not you. Y our daughter
lunch... will be served
shortly, Mr. Sahai.
Thank you. Mrs. McNally,
I'm so hungry.
Thank you lord, for the bread
on our plate
for the air we breathe,
so fresh and pure.
For kindness and faith,
we are thankful to thee.
Life's treasures and loved ones,

we hold and cherish.
No
leave her, Mr. Sahai.
No. she has to learn how to behave.
Leave her hand Mr. Sahai!
This is the only reason
she hasn't learnt anything.
I will not tolerate this
in front of my guests.
Michelle eats like this.
Either she eats from her plate
or stays hungry. Am I understood?
Let her eat, you will
get another plate.
I... don't have a problem
with the plate, Mr. McNally.
The plate... is fine.
Let her go.
This is no way to teach.
Don't you feel pity
for this handicapped child?
Pity? And on this devil...?
So she can do as she pleases?
No Mr. McNally,
I have pity on you...
and don't you dare
call her handicapped.
That's enough! Do not forget that you
are a paid servant in this house.
A teacher! Mr. McNally... not a
paid servant... a paid teacher.
Leave her, right now.
No! You leave. All of you.
Mr. Sahai,
handling Michelle like this...
mrs. McNally... you had said that
you'd cooperate.
All right. There's no point in
going on like this.
Let's give him a chance.
Let him do his job Paul.
Leave! Leave!
Martha, I'm really sorry,
for today's lunch

don't worry cathy.
He's a new teacher, that's why.
Isn't it, Paul?
Martha, I'll drop you home.
Paul, I will speak to Mr. Sahai...
I am very hungry;
I am going to eat...
and if you behave
then you can eat too.
Spoon!
No. You will not use
your hands to eat your food.
Open it, open it, open,
and open your hands.
Leave, leave it. Leave it.
Sit. Sit. Sit. Sit down.
You will not touch the food
with your hands.
Sit down... sit.
Stop it... stop it.
Just stop it, just stop it.
Stop it. Just stop it,
just just stop it. Stop it.
Spoon. Spoon.
There is going to be no mother.
Y our mother's not here.
Just your teacher.
Y our teacher... just me
where you going?
Where do you think you are going...
you are not going to go out...
don't...
wait... where do you think
you are running from?
You are not going out...
come along... with me... come on.
Come here... sit.
You are going to eat your food
with a spoon. Come on.
You are going to eat your food
with a spoon, come on,
open your mouth... open it...
open your mouth... open, open it...
open it. Open it, open it.

Yes. Yes. Yes... very good.
You little brat...
that should cool you down.
This is no way to teach...
we thank you lord
for the food on this plate...
for the air we breathe.
So pure and clear.
For good health and peace.
For beauty and love.
Please don't make
a hasty decision
Paul I know that his way
of teaching is eccentric...
he's rude, he's arrogant,
and he's an alcoholic.
He's not fit to be a teacher.
But, you didn't see
what he did today...
Michelle actually ate today with...
- what do you want cathy?
Get insulted in my own house?
No.- then he's got to go.
I hope you understand.
The woods are lovely...
dark and deep
but I have promises to keep...
- Mr. Sahai...
and miles to go before I can
find the damn envelope. Ah, yes!
I need to talk to you, Mr. Sahai.
Are you busy?
No. Not at all. I was just writing
to my friend, about Michelle.
She has learnt her first lesson
today... etiquette, behavior.
That you do not possess.
Anyway I'll skip the pleasantries.
I want you to leave this house.
I will not leave without
completing my job.
I've only just started.
Still a long way to go. You know.
I don't like the way you teach.

And I don't like your interference.
This is your train ticket... cheque.
And your termination letter.
We don't need you anymore.
You're taking the first train tomorrow.
And Michelle takes the next
to the mental asylum?
Now she's deaf blind and also
mentally retarded.
My daughter... is my responsibility.
And mine too, Mr. McNally.
You do understand that this will...
destroy her completely.
Train will leave exactly at seven.
And please... put this back
where it belongs.
Goodnight.
Goodnight!
Mr. Sahai must have left by now.
We'll talk about Michelle
after I return.
What is happening in this house?
Mrs. Gomes!
What is going on here?
This is ridiculous.
Mrs. Gomes, I don't understand what
is going on in this house today.
Good morning, Mrs. McNally.
And how are you today?
Mr. Sahai...?
We thought you would have left.
Just shifting rooms Mrs. McNally.
I never leave my work incomplete.
What do you want?
Same thing you want... that
Michelle becomes independent.
And for that, I need time.
You know that Paul...
has gone out for twenty days. And those
twenty days belong to Michelle and me.
Now, don't say No, Mrs. McNally.
No!! It's not possible. You won't
take advantage of Paul's absence.
Oh my God!! Oh my God!!

I don't believe this!
This is ridiculous.
I don't believe this!
What have you done?
This is paul's study...
Now this will be Michelles study.
Mrs. Gomes!!! Put that back!
- No, ma'am, he's right!
Oh ho! So the servants also
listen to you now!
Who are you to take over my house?
Michelle's teacher.
Were... were Mr. Sahai,
not anymore.
I am your last hope.
If I leave today
then after a few days...
Michelle will reach the asylum.
Mr sahai... Mr. sahai!
Yes?
As long as I live, my daughter
will never enter the asylum.
Do you understand?
My mother always...
said the same thing.
That as long as I live...
my daughter will never leave me.
But one day, she herself...
dragged her to the asylum.
And she got lost behind
the asylum's iron doors.
Michelle is deaf and
blind, Mrs. McNally!
She is not mentally retarded!
She need to recognize words...
everything 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!
Third thing, noone including you
will be allowed here.
No, no no... don't shake your head!
Look at me... look!
It's difficult but it will
have to be done for Michelle.
Fourth thing, all I want is
time and trust.
No salary, no allowances,
nothing and...
no alcohol
and the fifth thing...
so, when do I get
charge of my student?
This evening.
You know. Mrs. McNally,
I wish I could sing...
but my singing is so... pathetic.
Dear ms. Nair,
I have good news.
You will be unhappy to know that
the magician is at work
today is Michelles first day...
Mr. Sahai...
- In school. Ah!
Y our student.
You kept your promise, mrs. McNally
school has started,
and parents are not allowed.
So you should leave.
I have never left her alone.
Please take care of her.
Don't be harsh on her
No.

She is looking for me.
- Yes. I know.
She's going to come to you now.
Leave, mrs. McNally.
Please leave. Get back.
No, I can't take this...
- 2o days!
You cannot touch her for 2o days.
- But its time for her to eat.
Yes I know mrs. McNally.
You must leave now.
Please. Please. Can I...?
- I said leave.
No! No. No more mother.
No more father. Just me.
Me, your friend. Y our friend.
Look see see ya ya, your teacher.
Friend. Friend!
The magic has begun, ms. Nair!
The magic!
I will change her life.
The magic has begun!
Magic!
Wake up, miss... Michelle McNally.
We all pass through this darkness
once in which you are living.
So don't remain in the dark.
Come into the Light!
Light. Light.
Yes! Yes! Yes! Light!
The alphabets for the world start
with a, b, c, d, e but yours...
start with b, I, a, c, k...
black, black, black
y our alphabets, your world
are different Michelle.
You are different, you are, you are,
and you are different...
and are proud that you're different.
Here. This is cake.
Yes cake,
c. Cake, c.a.k.e.
Cake. C.a.k.e. Cake. Cake.
C.a.k.e. Spell it.

Spell it spell... cake
cake on my hands.
Spell it. Spell it.
Don't you dare touch the cake!
Mrs. McNally, could you...
Mrs., Mrs. McNally,
could you get some Light?
I'm coming! I'm coming.
Oh God! Is Michelle all right?
Can you get some Light? Oh. Oh!
Mr. Sahai! Mr. Sahai
Good evening mrs. McNally
- do you need any help?
Do I look... as though
I need some help?
Well, that looked
like a knockout to me.
Knockout, knockout yes.
Eyes are not important
as compared to Light.
I have learnt this,
while teaching Michelle.
In darkness, even eyes are of no use.
The first round was a knock out.
But the next round will be mine.
Good luck to you, Mr. Sahai.
Good luck.
Come along, yes,
come along... here!
This is water. No, no...
don't be afraid. Don't be afraid.
Mr. Sahai... - Yes?
Michelle is scared of water.
And I want to take this
fear out of her mind.
In five days, she will be swimming.
Round two has begun.
Hey! Where are you going?
Come here.
Where are you going?
Come back...
careful, careful.
Careful now. Watch it! Watch it!
Watch out!

I told you to be careful.
Calm down. Calm down, calm down.
This is a thorn.
Balm, balm.
To soothe the pain.
Y our first handshake, Mr. Sahai.
Yes, we're friends now.
And... my first flying kiss.
She needs to learn that
she is destined to thorns.
Those very thorns that adorned
jesus's crown.
Right mrs. McNally?
Yes!
"I was slowly understanding
relationships..."
"between a thorn and pain..."
"between water and thirst..."
"but one relationship
was still strange to me..."
"of names and meanings."
Bird... bird... bird
ball. B.a.l.l.
Ball. Ball... ball...
w.a.t.e.r.
Water. Water... water
spoon
this is... Napkin...
No. no. this is not spoon
this is... napkin, Napkin...
say ' Napkin'.
Ah! I am fed up.
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
how much longer Mr. Sahai?
Nineteen days have passed
the promise was for 20 days,
I still have a few hours
what can happen in a few hours?
Knowledge can come in a flash mrs. McNally.

It's like Lighting a candle...
once this candle is lit, the whole
house will be filled with Light.
Believe me, this miracle
can happen any time...
and Paul can come at any moment.
I'm really very sorry.
I will come to get Michelle tomorrow.
At sunrise
and I shall pray there is
no sunrise tomorrow, Mrs. McNally
Good night
what?
Youve made a fine young lady
out of my Michelle!
Thank you.
Thank you.
Spoon...
try and understand Michelle,
every word has a meaning.
And without words, you will
never come out of darkness.
You will never be able
to see the Light!
You will you will never be
able to see the Light.
They will put this bell around you
and call you a cow. C.o. W... cow.
You will become an animal Michelle.
Just an animal
Michelle...
they will put you in an asylum.
And this time
I won't let this happen.
You will have to learn Michelle.
Are you listening?
You are my last hope.
Michelle, Michelle...
Michelle, are you listening?
- Youll have to leave now Mr. Sahai.
No, I am not going to
leave mrs. McNally
I will not give up so easily.
I have kept my promise.

Now it's your turn.
But it's not yet over Mrs. McNally.
There are still a few minutes left.
Paul can come at any moment.
Mr. Sahai. I'm helpless
Yes. Mrs. McNally.
But she has to learn.
Mr. Sahai...
- she has to learn...
that the hand she is holding has a name.
That you are mother, mother...
m.o.t.h.e.r... mother.
And that is father.
Paul, I was just...
- leave, Mr. Sahai.
Dear Ms. Nair, you will be
delighted to know...
that after having spent 20 days
with little Michelle, I have failed.
However, if you're smiling at the
thought of looking into my eyes again...
you are terribly mistaken.
Mrs. Gomes, will you stop her?
Let her be Mr. Sahai.
She's very happy today
No! Stop it Michelle.
You little brat.
I am not going to allow you
to do this to me.
I might have been asked to leave...
but I am not going to leave you
to behave like this.
Stop it Michelle.
Stop it!
You won't forget what I've
taught you in 20 days... sit down
please leave her Mr. Sahai,
let her be.
Sit... sit down.
You will use this napkin on your
neck and use a spoon... to eat.
No you are not going to throw...
come on, come here...
You brat... you want to

throw water at me!
Let me teach you what water is! Come
here! What water is, come on! This
is water... water... water... Give
me your hand... this is woah...
water... water... Understand?
Woah!!
Woah!
Water... it's water...
w.a.t.e.r.
Mrs. McNally!!!
Yes... this is 'Grass'.
G.r.a.s.s. Spell it...
Very good... Very good...
mrs. McNally!!!
That's 'flower' flower...
flower... f.l.o.w.e.r... flower.
Mrs. McNally!! Mr. McNally!!
Mr. McNally!! Mr. McNally!!
What's wrong Mr. Sahai?
Is Michelle all right?
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!
Yes, Michelle...
mother. Mother...
maa...
mother
maa...
once more
ma...
pa... pa...
this is 'teacher'. "tea... cher"
tee... tee
Yes... Yes
Yes, he's your tee
dear ms. Nair...
Youll be happy to know...
that I have... I have...
"that daYou had won your
first battle over my darkness."

"But today you don't
remember anything."
"Now I will fight
against your darkness."
"I'll teach you everything
you taught me"
"water. The first word
that you taught me..."
"and after that..."
"you typed every little
detail on my hand..."
"like a maestro playing a symphony"
cathy!

Martha... martha!

When did you return from London?

Oh! It's so good to see you.

Merry Christmas.

Mr. McNally...

- coming, Mr. sahai. Just a moment I'd
like you to meet Mr. Fernandez,
principal of the King Edward University.

I want Michelle to study
in their college

It's an honor to meet you,
Mr. Fernandez.

It's a pleasure sir.

I don't believe how time
has passed, martha
let me prove it to you...

hello... come

did you recognize her?

My younger daughter, Sara
Sara, this is aunt martha,
an old friend of mine
oh! Hello, aunt martha.

I've heard so...

but where is my dear Michelle?

I can't wait to see her
ah Michelle.

Have you seen Michelle?

Err! Yes... I think
she's inside, excuse me.

Come... we'll go look for her.

Ah! There she is

Mr. Sahai. Look at that girl.
She can't hear or see,
and still... just look at her,
it's wonderful.
That's Michelle McNally...
the girl I was talking about.
- That's impossible Mr. Sahai.
Impossible is a word that I have
never taught her Mr. Fernandez.
There are special schools
for such children...
where they are taught many things.
To make baskets, weave carpets...
have you heard of a girl like Michelle
getting admission in a normal college?
No, but I would love to.
How will she understand the lectures? I
will sit with her in the classroom. She
will learn everything through signs
every word, every letter.
Michelle... meet your principal
Yes yes... I've told him... you
want admission in arts, not science
Mr. Sahai I will have to consult
the trustees on this.
You get few chances for good deeds.
And I hope that you will
not lose this opportunity.
Cheers?
Mr. Sahai, you know this university
is for normal students.
But because of your faith
in Michelle...
and because we believe
you are a good teacher...
we will interview Michelle.
- Thank you.
But today, you cannot
interpret for Michelle.
We have called a special teacher,
who doesn't know either of you.
She will interpret.
They will interview you.
Another interpreter, not me, ok?

Ah, there she is.

Mrs. Nair...?

Welcome ms. Nair, meet Mr. Sahai.

Hello, ms. Nair.

- Hello.

Light

are you ready for the interview?

We're ready, sir.

Why does she want to study?

Why do you want to study?

I want to study... and learn...

so that I may live with dignity,
with independence... and to be alive.

How many oceans are
there in the world?

How many oceans are
there in the world?

For me every drop of water is an ocean
she is not answering my question.

How many oceans are there in the world?

They want a straight answer
to their question

If we are in India,
on which side will America be?

If you are in India,
which side is America?

The world is round.

So America can be on any side.

What does knowledge mean to her?

- What does knowledge mean to you?

Knowledge... is everything
knowledge is spirit, wisdom,
courage, Light, sound.

Knowledge is my bible, God...
tee!

...knowledge is my teacher

- bravo! Excellent.

Congratulations, Mr. Sahai.

Y our student is now a
part of our university.

Thank you... thank you

I answered every question they asked.

Michelle looks so happy today Paul.

Can't stop talking about the interview

she hasn't stopped smiling all day.
Why not? A girl who couldn't
sit at the dining table...
has a seat in the university today.
Unbelievable.
Can you imagine? Can you imagine the day
when we see Michelle as a graduate?
Ah, it's going to be such a
special day, isn't it Sara?
Yes, of course, mama.
Whatever Michelle does is always special.
Isn't it?
Excuse me;
I need to finish my sketch.
Good evening Sara.
- Good evening.
Mr. Sahai, congratulations.
You have performed yet...
another miracle.
Still a long way to go, Mr. McNally
the journey has just begun.
Teacher!
She's been waiting for
her gift for so long.
What is this?
Y our friend, for... life.
I don't need
I don't want to be dependent on this.
This will not make you dependent.
It will make you independent.
Do you understand?
"It was the beginning of a new life..."
"a new feeling, a new horizon..."
"You had faith in me..."
"and I had faith in my wings."
Remember how happy I was
that day?
Is it wise to let Michelle live alone?
She is not alone;
mrs. Gomes will also live here.
I will also live next door.
University is close by,
she will meet new people.
Besides, we can't protect

her all her life.
Don't worry. She'll be fine!
What's wrong with you, Sara? Huh?
We were all just laughing
now sudden! You're fighting.
It's very irritating, mama.
Anything that I put anywhere...
she picks it up and puts it
somewhere else.
Ma, I love her very much,
I really do.
But... please... leave me
out of this. Ok?
She's very excited, sweetie.
Please understand
I understand everything.
It's always about her, right?
Her excitement, her happiness, she's
the one who means everything to you
but what about me?
Should I speak to you in sign language?
Paul, I can't believe
what she's saying.
Oh my God...
Michelle!
Michelle!
- No, mrs. McNally. Leave her alone.
With every fall, she'll rise higher.
I fell.
That's the spirit.
I want you to walk alone,
without any help.
then right. Understood?
Jojo... go slow... I'm getting old.
Oh! I'm so sorry.
Where is she going?
Where... are you going?
No no no... this is the
wrong way... it's this way.
No... it's... tch!
We're getting late...
come on... yes, hurry up
Yes, come on...
run, run, run!

Yes!

Come on, come on... hurry up.

"There was so much to learn
and there was such little time."

"24 hours without tiring..."

"y our fingers would speak to me."

Whether life starts from
the womb or from the earth...
its journey starts from darkness
and ends in darkness.

One day we will all have to pass
through this darkness...
and reach into the Light.

"one day, we all have to go through
the darkness, to... Light..."

"New doors opened up for me..."

"new friends, new stories,
new poetry..."

"a new way of looking at the world"

"what you see is what you dream"

No. she, she... she disagrees
with the poet

eyes don't see dreams
but the mind does.

I can't see with my eyes,
yet I dream.

Our dream is that one-day
I would graduate.

Are you ready?

Ready...

tree...

- tree...

burr...

- butterfly...

bir...

- bird...

fish...

- fish...

bee...

- bee...

"the best years of my life..."

"memories of which
bring joy even today"

It's ok...

It's all right!
What...? Tickly...?
It's not going to snow.
Please concentrate on your studies
No, no... you wont need the
umbrella at all, concentrate.
Give me the umbrella.
Hey stop it...
Give me the umbrella...
Give me the umbrella...
give... me... the umbrella
"can't you see"?
I'm sorry sir
hey... no... no. no.
It's alright... it's alright.
No, no...
you are too slow!
How will you pass?
Youll try?
Let's watch it
this is ten words in one minute
Youre going to try and do thirty.
Thirty words, my foot!
Pass?
- No fail.
No, not in one or two subjects,
you have failed in all of them.
"People celebrate success
but we celebrated failure"
"while eating ice cream
you told me the story of the spider"
"who after a lot of tries
made her home."
"After all, failure is
the first step towards success..."
"but for me these steps
were never-ending."
Mr. Sahai, how are you?
How is Michelle?
She's all right,
her results have come out.
And what happened?
She has failed again.
But she said that

her papers were easy.
She lied, so she could
enjoy her holidays
but you said that only after falling
can a person rise higher.
Before I fall, I want her
to learn how to fly.
I'm getting old, you know?
Oh no...
- what happened?
Michelle has failed again?
- Yes Paul. I'm worried.
I think Mr. sahai...
ma... I want to come home.
Ma, I failed.
Teacher shouted at me.
I love you, my baby, I love you.
I was told you were looking
for me Mr. Fernandez
ah Mr. Sahai, please come in.
I have been waiting for you all day...
I want to share my biggest
achievement with you.
Please have a seat.
Mr. Sahai Michelle has been studying
in the same class for 2 years.
So I thought I would do
something to... help her.
First year arts, entirely in braille.
You had once said very few chances
are given for doing good deeds.
I'm happy that you haven't
wasted this chance.
Now noone can stop Michelle
from going ahead. Thank you.
Not at all... It's my duty,
my pleasure, my pride.
I trust that was all right?
Is anything the matter?
Then the books, Mr. Sahai.
Please take them to Michelle.
How do I go out?
How... how do I go out?
I beg your pardon?

The way to go out?
The door, Mr. Sahai...
it's right behind you.
Exactly the way you came in.
Yes...
Mr. Sahai, is everything all right?
Tee... cher...
"New feelings were arising with age..."
"something that I couldn't understand"
"I knew no one besides you teacher"
"that's why I thought of another
relationship with you teacher"
"was it wrong for me to think this way?"
"A lot was changing..."
"but my failure was constant"
time up, Michelle... time up.
Michelle, you've already
had extra time.
Michelle... I'll take
the paper out then.
No... no...
- please...
leave it...
- please...
leave it... no... leave it...
knowing the answers is not enough...
You have let me down completely.
I am angry... I am very angry...
no... knowing the
answers is not enough...
you need to put them down
on paper too, understand?
Don't just stand there
like a failure!
It's all right.
- No. It's not all right, Mrs. McNally.
It's not only her failure,
it's mine too.
This is the third year in a row
that she's failed.
For three years we have been doing
those same lessons.
She's just too slow at typing.
hey, Michelle... Michelle...

where do you think you are going?
Leave this bag...
leave it, leave it...
leave this bag!
Enough! I want to go home.
No. No... you're not going anywhere.
I don't want to stay.
I don't want to study.
No... no... You will stay...
you will study. You understand?
You will study. In three years even
the braille letters have worn out...
but nothing has entered your brain.
- Let her be, Mr. Sahai!
Mrs. McNally, I haven't spent
I'm not going to allow her
to be a failure.
Hey... come here... you...
come here...
listen, you will...
you will not...
you will not run away from failure.
Understand? Not run away from failure!
Michelle... what is this? Don't you
dare disrespect a book!
Pick it up... come on.
Pick it up., pick up the book...
pick up the book... Michelle...
Michelle...
pick up the book...
stop it
as long as I am alive,
you will study.
I don't want to learn.
Yes! You will learn.
You will graduate.
The black robe. Our dream...
I don't want a robe.
My world is black
No. y our world... your world is
not black. It is full of Light!
My world is black, black, black!
Black... black...
in less than 2 minutes.

She's not slow anymore Mrs. McNally
time for celebration.
Time for... an ice-cream, my dear
Ice-cream?
- Yes...
Mrs. McNally. Life is an ice-cream.
Enjoy it before it melts.
Can I have two...?
Ice creams, of course...
Sir... ice-cream...
Ice-cream sir.
What happened?
- Tee...
What's wrong with you?
Your change, sir.
Sir, your change?
Tee... tee...
tee... tee... tee...
are you alright...?
Call for a doctor!
Mr. Sahai?
Mr. Sahai?
You are here...
I've been looking for you.
Yes...?
Don't you recognize me?
It's me... Fernandez
Michelle's principal.
Oh... yes. of course.
I'll get Michelle for you.
Michelle!
- Michelle can't hear, Mr. Sahai.
I'll just call her.
Mrs. Gomes!!!
- Michelle is not at home.
She's here.
To forget my name,
to forget the door...
all this is fine... but to forget
Michelle like this...
something is seriously wrong,
Mr. Sahai.
I really think you should
get some help and see a doctor...

Good night. Mr. Sahai.
I'm... sorry.
It's ok.
- It's ok.
Don't ever forget me...
I promise...
I will never forget... you
You worry about me?
No. don't... worry about me...
just... getting old.
No... don't worry.
Go to... sleep.
Sing you... a lullaby...
No, I can't sing...
hush, my baby.
On the treetop.
When the wind blows,
the cradle will rock...
hush my baby...
"a storm had scattered my dreams"
"all those dreams those
were most dear to me"
"that day was the first time
I felt fear..."
"how would I live
if you forget me?"
What happened now?
- She doesn't want to come downstairs
she is feeling awkward to come
in front of your in-laws.
She thinks she'll spoil the evening.
Then why did she bother
coming till here?
Stop it Sara...!!!
She's worried about
Mr. Sahai's health, please...
it really hurts me to see
the twoof you fight like this...
now you get her ready
and you bring her down.
I have a lot of work to finish...
Michelle, I'm requesting you...
till now whatever you did
was special.

But today is a very
special day for me.
I'm in love and I am getting
engaged before you.
I know this could upset you.
Maybe this evening will
never come in your life
and you may be feeling that
you will never fall in love.
I hope you will.
I really do...
but, until then...
please don't... spoil. My. Evening. Ok?
I am very happy today because all the
people I care about in the world...
are in this room. On this occasion,
I'd love to say a few words.
I'm a very lucky girl that
I got parents like you.
And a sister like Michelle.
I haven't been the best
daughter or the best sister.
But I want to tell you all
I that really love you very much.
And I love this house.
There are so many memories here.
I remember one time Michelle
and I were playing outside.
We were running through
the grass holding hands.
And while running, both of us fell
down and both of us started crying.
Mama and papa came running outside and
picked up Michelle and left me outside...
and there I was...
with my arms stretched out.
Waiting.
I'm still waiting.
As a child. I...
I used to be so angry with her.
The amount I loved her the
same amount I was jealous of her...
whatever food I didn't like,
I'd feed her.

I used to wake Michelle in the
middle of the night and ask her...
do you want to drink water? Michelle
used to nod her head and saYes...
and I used to turn my head
and go back to sleep.
She would wait for me
all night long.
I can't believe I did that.
Can you marc?
For all those things that I did,
and all the misplaced...
anger... I'd like to say I'm sorry.
Did I say something wrong?
Then please let me finish.
- I don't want to listen,
It's important to me. Michelle.
Michelle...
- enough!!!!
Sit down.
Slit... down.
For this joyous and
eventful evening...
Michelle had prepared
a speech for Sara,
I would read and Michelle
would sign...
but I don't think that Michelle
is in any mood for signs.
It's important however, that we
should all hear what she said.
"I was eight years old, wild, violent
always angry at life."
"I felt that I would never experience
the beautiful moments of life."
"Then mother put Sara in my arms
for the first time..."
"and then I knew that I'd see the world
through Saras eyes."
"Ma says, that I couldn't
stop smiling all day."
"Sara shared all her happiness
with me..."
"she would hold my hand

and take me everywhere."
"When ma wasn't around
she would feed me..."
"she would wake me at night
and ask me if I wanted water."
"You were the voice
to my silent fingers."
"I am so looking forward
to your wedding day."
"I'll dress up beautifully that day."
"I may never be the bride,
but I will still be the bridesmaid."
"Do teach marc how to sign,
I have lots to complain about you."
"Thank you for allowing me
to be your bridesmaid, Sara."
"I promise I will not cry... as you
walk with marc towards a new life."
Soon this happy note...
a toast...
for Sara and marc
do you, marc Philip bragger,
take Sara Maria McNally...
to be you're lawfully wedded wife?
- I do.
Marc... says yes.
Do you, Sara Maria McNally...
- Now the priest is asking Sara...
take marc Philip bragger to be
your lawfully wedded husband?
If she agrees...
- I do.
Sara says..."Yes".
I declare you to be man and wife
Now they are exchanging rings.
You may now kiss the bride.
The priest has asked them
to kiss as man and wife.
On the cheek?
- No, no, not on the cheek. On the lips.
Tee...
te...
what are you doing here?
Wanted... to talk.

Do you love... me?
I'm suffering...
I understand that you are suffering...
I may never know... what it is
to... love... a man.
Maybe you will never
experience physical love
but...
will you kiss me once...
please?
Tee...
tee...
"In giving me dignity
as a woman..."
"you lost all dignity
as a teacher."
"I realized that
I had asked too much."
"I made a mistake."
"You didn't even give me a chance
to ask for your forgiveness."
"I'm leaving"
"like your walking-stick, never
forget one thing" "darkness is
desperately trying to engulf
you"
"but you must always
walk towards Light"
"every step of yours, filled with hope,
will keep me alive, Michelle"
"once again Light transcended
into darkness..."
"and sound into silence."
"For twelve years
I walked the path you showed me..."
"alone in the darkness."
"When after twelve years I had
found you near the same fountain..."
"and today after 12 days
this mark sheet."
"I'm now a graduate in the arts."
"I want you to be the first one
to hear the good news"
Mr. Sahai this is your bed,

please lie down.

Please... that's it. Mr. Sahai...

this is your bed, Mr. Sahai!

Nurse!

Mr. Sahai...

please lie down... Mr. Sahai

tee...

tee!

Tee...

tee...!

"Amidst us today there

is a student..."

who has set an example

of grit and strength...

and has proved that

nothing is impossible.

She is the pride of our university.

And on this rare achievement, I would

want her to say a few words.

Ladies and Gentleman - Michelle McNally

that's my daughter.

After many attempts... the

spider, in spite of

falling several times...

has finally made her home.

The ant has climbed her mountain.

A tortoise has crossed the dessert...

and today Michelle McNally,

has finally become a graduate.

But there is a difference

between you and me.

What took you 20 years

has taken me 40.

But I finally did it!

As a child, I always

lagged behind others.

My parents were always ashamed of me.

Every year I would call home

and say, "ma, I failed."

But today I can say...

"ma, I passed."

I know that my parents

are very proud of me.

Telling the world proudly that

I am their daughter
thank you mama, papa...
as a child, I was always
searching for something.
But in the end,
I would only find darkness.
One day, my mother put me
in those unknown arms.
He was different from every one.
He was a magician.
For years he dragged me from
darkness into the Light.
When it comes to God,
we are all blind.
None of you have ever
seen him or heard him.
But I have touched God.
I have felt his presence.
I call him "tee."
For me everything was black
but my teacher taught me
the new meaning of black
black is not only darkness
and suffocation.
It is the colour of achievement.
The colour of knowledge.
The colour of the graduation robe.
The colour that we all share today.
But there is a difference
between you and me.
Today you all wear this
to celebrate graduation.
But not me.
Because I want my teacher
to be the first one to see me...
wear this black robe.
Every graduation day,
he brought me here.
Every year, we would stand
near that door...
and every year he would
write in my hand...
"one day I want to see you
on that stage Michelle"

It has taken me 40 years...
to fulfill his dream.
And today, for the first time,
I feel my lack of sight.
Because I want to see my teacher
standing at the door...
watching me fulfill our dream
with pride
"teacher..."
"our dream"...tee... woah...
woah... woah
woah
woah...
tee... woah
woah
"dear ms. Nair, you'll be happy to
know that we have come into the Light:
"Today my teacher has remembered
his first word - water."
"He is the greatest teacher
in the world..."
"who has proved again that there is
nothing impossible in this world."
"Who has taught me that there is so much
happiness in living for someone else"
"today is my teacher's
first day at school miss Nair."
And his alphabets, just like mine,
will not start with a, b, c, d, and e.
But with b, l, a, c, k
"black"




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Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Tati Lamsari Lubis
 NPM : 1602050170
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 135 SKS IPK = 3,50

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Analysis of Communication Semiotics in Children with Autism Spectrum Disorder in The Black Movie	
	Analysis of Critical Discourse of Government Economic Policy in Providing Food Assistance to The Public in A Pandemic Covid19	
	Analysis of Children's Animated Films in Idiomatic Contextual Meanings and Everyday Expressions in Children	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 25 April 2020

Hormat Pemohon,



Tati Lamsari Lubis

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Tati Lamsari Lubis
 NPM : 1602050170
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Analysis of Communication Semiotics in Children with Autism Spectrum Disorder in The Black Movie.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Halimatussa'diah S.S.,MA
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

ACC RF

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 25 April 2020
 Hormat Pemohon,

Tati Lamsari Lubis

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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Nomor : 682/IL.3/UMSU-02/F/2020
 Lamp. : ---
 Hal : **Pengesahan Proposal dan
 Dosen Pembimbing**

Bismillahirrahmanirrahim
 Assalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Tati Lamsari Lubis**
 N P M : 1602050170
 Progam Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Analysis of Communication Semiotics in Children with Autism Spectrum Disorder in The Black Movie.

.Pembimbing : **Halimatussa'diah S.S., MA**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggan : **26 April 2021**

Medan, 03 Ramadhan 1441 H
 26 April 2020 M

Wassalam
 Dekan

Dr. H. Elfrianto, S.Pd., M.Pd.

Dibuat Rangkap 4 :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
(WAJIB MENGIKUTI SEMINAR)



MAJELIS PENDIDIKAN TINGGI
 NIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website <http://www.fkip.umsu.ac.id> E-mail fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : Permohonan Perubahan Judul Skripsi

Bismillahirrahmaanirrahim
 Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Tati Lamsari Lubis
 NPM : 1602050170
 ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Judul Pertama

Analysis of Communication Semiotics in Children with Autism Spectrum Disorder in The Black Movie

Menjadi

Semiotic communication analysis on the children of Autism Spectrum Disorder in The Black Movie

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 10 Juni 2020

Ketua Program Studi

Pendidikan Bahasa Inggris
 Mandra Saragih, S.Pd, M.Hum

Hormat Pemohon

Tati Lamsari Lubis

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Halimatussa'diah S.S.,MA



BERITA ACARA BIMBINGAN PROPOSAL

Nama : Tati Lamsari Lubis
NPM : 1602050170
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis of Communication Semiotic in Children with Autism Spectrum Disorder in the Black Movie

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
20 Maret 2020	1. Table of Content, Introduction	
10 April 2020	2. Chapter II and III Previous Related Study	
17 April 2020	3. Chapter III, Reference	
16 Mei 2020	4. All Chapter in general	
17 Mei 2020	5. ACC 14/5/2020	

Medan, 17 Mei 2020
Dosen Pembimbing

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

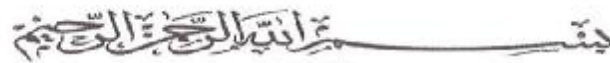
Halimah Tussa'diah, S. S., M. A

Unggul | Cerdas | Terpercaya



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama : Tati Lamsari Lubis
N P M : 1602050170
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Semiotic Communication Analysis on the Children of Autism Spectrum Disorder in The Black Movie

Pada hari Rabu bulan Juni tahun 2020 sudah layak menjadi proposal skripsi

Medan, 08 Juni 2020

Disetujui oleh :

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Halimahtusa'diah S.S.,MA

Diketahui oleh
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



UMSU
1953 Ciri Ciri 1953
Rika membawak surat ini agar diestimasikan nomor dan terangnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 1311/II.3/UMSU-02/F2020
Lamp. : --
Hal : Mohon Izin Riset

Medan, 17 Muharram 1442 H
05 September 2020 M

Kepada Yth.:
Bapak/Ibu Kepala Perpustakaan UMSU
Di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Tati Lamsari Lubis**
NPM : 1602050170
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Semiotic Communication Analysis On The Children Of Autism Spectrum Disorder In The Black Movie

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alikum Warahmatullahi Barakatuh


Dekan
Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan :
- Peringgal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Tati Lamsari Lubis
NPM : 1602050170
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Semiotic Communication Analysis on the Children of Autism Spectrum Disorder in the Black Movie

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
15/10/2020	1. Chapter I, II dan III	
25/09/2020	2. Chapter IV dan V	
3/10/2020	3. Table of content, abstract, acknow Redgement.	
13/10/2020	4. All chapters and others.	
19/10/2020	5. ACC 19/10/2020	

Medan, 15 Oktober 2020

Diketahui oleh:
Ketua Prodi

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Halimah Tussaolah, S. S., M. A



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN

Nomor: 234/KET/IL.11-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Tati Lamsari Lubis
NPM : 1602050170
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Semiotic Communication Analysis on the Children of Autism Spectrum Disorder in the Black Movie"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 20 Rabiul Awal 1442 H

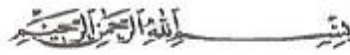
06 November 2020 M

Kepala UPT Perpustakaan,



Muhammad Arifin, S.Pd, M.Pd

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Tati Lamsari Lubis
N.P.M : 1602050170
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Semiotics Communication Analysis on the Children of Autism Spectrum Disorder in The Black Movie

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Oktober 2020

Hormat saya

Yang membuat pernyataan,



Tati Lamsari Lubis

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

CURRICULUM VITAE

A. Biodata Pribadi

Nama : Tati Lamsari Lubis
Jenis Kelamin : Perempuan
Tempat tanggal lahir : Langga Payung, 03 Juni 1997
Kebangsaan : Indonesia
Status : Belum Menikah
Agama : Islam
Nama Ibu : Yusriani Siregar
Nama Ayah : Naro Parulian Lubis
Alamat : Jl. Tuasan no 78
No Hp : 081265367047
Email : tatilubis97@gmail.com

B. Riwayat Pendidikan

SD : SDN 173215 Garoga Jae
SMP : SMPN 7 Padang Bolak
SMA : SMAN 11 Medan