

**LEARNING DEVELOPMENT OF THE CHARACTER HELEN KELLER
THROUGH OBSERVATIONAL LEARNING METHOD APPLIED IN
DISABLED CHILD IN *THE MIRACLE WORKER***

FINAL PROJECT

Presented as Partial Fulfillment of the Requirement to Obtain the Sarjana

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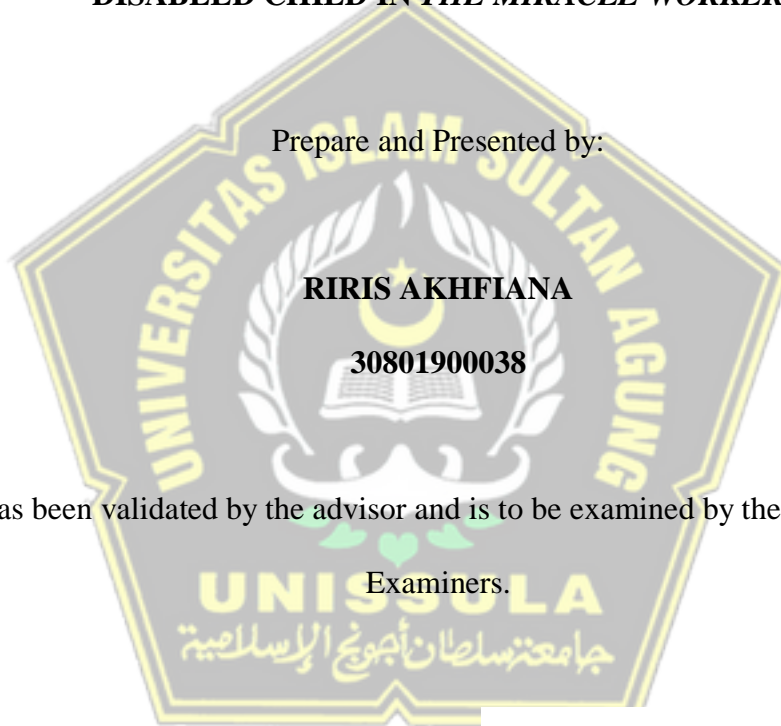
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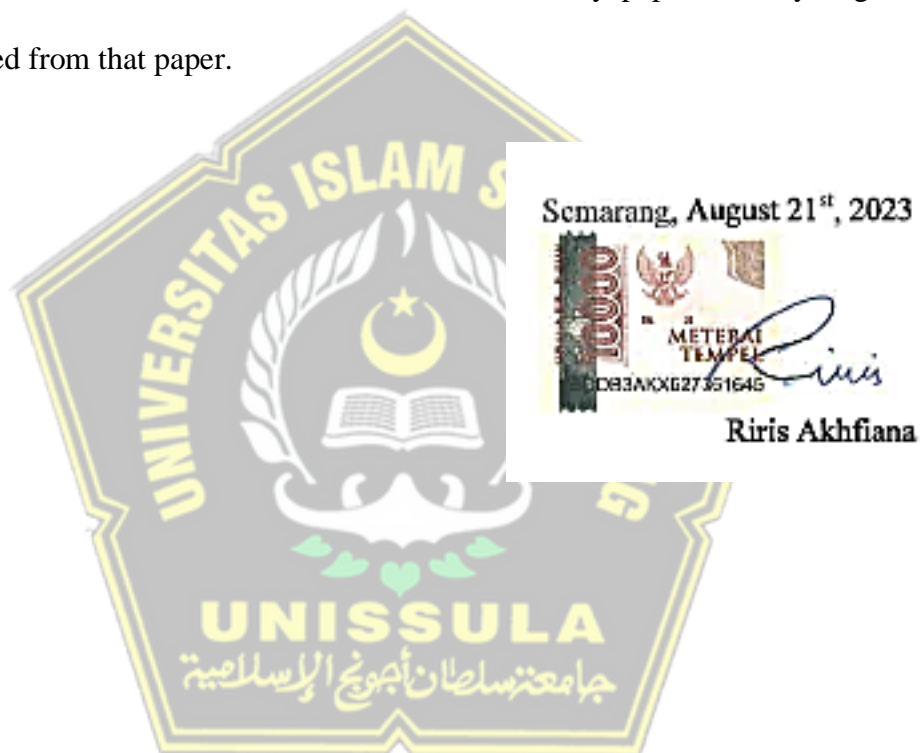
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STATEMENT OF WORK ORIGINALY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works of part of the work of other people, except those which were cited in the quotations and the references, as a scientific paper should, if my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.



MOTTO

‘Never give up on anything, keep trying and find a way to solve it’

DEDICATION

This thesis is dedicated to:

My beloved parents, my beloved family, beloved un-biological family, your
pray full may good blessing all.



ABSTRACT

Akhfiana, Riris. 30801900038. Learning Development of The Character Helen Keller through Observational Learning Method Applied in Disable Child in *The Miracle Worker*. Final Project Faculty of Language and Communication Science. English Literature Study Program. Sultan Agung Islamic University Semarang. Advisor: Destary Praptawati, S.S., M.Hum.

This study analyzes the learning process based on true stories depicted in the film *The Miracle Worker* which tells about girls with sensory limitations such as deaf, mute, and blind. The character Helen is taught through a process of observation in order to produce maximum learning.

The purpose of this study is to explain the development of learning through the process of observation. This study used descriptive qualitative method. Data were taken from film scripts such as dialogues, narrations, and monologues. The steps used to collect data included watching film, reading film scripts, identifying data, clarifying data, and reducing data.

This analysis yielded several results. In the observational learning method there were two processes, the first was the factors that influence modeling, such as the characteristics of the model, characteristics of the observer and the reward consequences related to the behavior that had been carried out by Helen which aimed to be able to follow the next process. The second was the stage in observational learning process which included attention, retention, production, and motivation. Form these stages, Helen showed that intelligence carried out through a process of approaching models and also self-isolation from the family.

Keywords: *Observational Learning, Disability, Stages.*

INTISARI

Akhfiana, Riris 30801900038. Learning Development of The Character Helen Keller through Observational Learning Method Applied in Disable Child in *The Miracle Worker*. Skripsi Program Studi Sastra Inggris Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung Semarang. Pembimbing: Destary Praptawati, S.S., M.Hum.

Penelitian ini menganalisa proses belajar berdasarkan kisah nyata yang digambarkan dalam film *The Miracle Worker* yang menceritakan tentang seorang gadis dengan keterbatasan indra seperti tuli, bisu, dan buta. Tokoh Helen diberikan pengajaran melalui proses pengamatan guna menghasilkan pembelajaran yang maksimal.

Tujuan dari penelitian ini adalah untuk menjelaskan perkembangan belajar melalui proses observasi. Penelitian ini menggunakan metode deskriptif kualitatif. Data diambil dari naskah film seperti dialog, narasi, dan monolog. Adapun langkah-langkah yang digunakan untuk mengumpulkan data seperti menonton film, membaca naskah film, mengidentifikasi data, mengklarifikasikan data, dan mereduksi data.

Analisis ini memunculkan beberapa hasil. Didalam metode belajar observasi terdapat dua proses, yang pertama adalah faktor yang mempengaruhi modeling, seperti karakteristik model, karakteristik pengamat dan juga konsekuensi hadiah yang terkait dengan perilaku yang telah dilakukan oleh Helen yang bertujuan agar dapat mengikuti proses selanjutnya. Kedua adalah tahapan pada proses belajar observasi yang meliputi perhatian, retensi, produksi, dan motivasi. dari tahapan tersebut, Helen menunjukkan bahwa kecerdasan pada ranah kognitif berhasil dilakukan melalui proses pendekatan terhadap model dan juga isolasi diri dari keluarga.

Kata Kunci: *Belajar observasi, , Disabilitas, Tahapan.*

ACKNOWLEDGEMENT

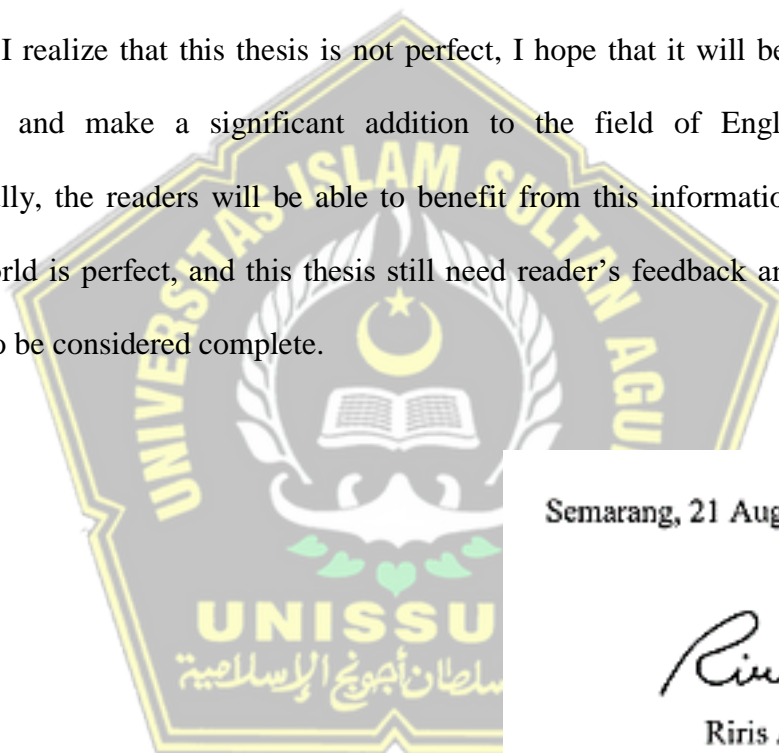
In the name of Allah, the lord of the world, master and creator, who has given upon me blessings, faithfulness, ability and patience. Peace and salutation to our great prophet Muhammad SAW, his companions and the devoted followers of Islam. Without Allah's guidance and help, I may be unable to complete this thesis, titled Learning Development of the Character Helen Keller through Observational Learning Method Applied in Disabled Child in *The Miracle Worker*.

This final project could not have been completed without the help of numerous people who provided encouragement, advancements, support, and advice. I want to offer my heartfelt gratitude to the persons below:

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I realize that this thesis is not perfect, I hope that it will be useful to the readers and make a significant addition to the field of English literature. Hopefully, the readers will be able to benefit from this information. Nothing in this world is perfect, and this thesis still need reader's feedback and criticism in order to be considered complete.



Semarang, 21 August 2023

Riris

Riris Akhfiana

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CHAPTER 1

INTRODUCTION

In this introduction, there are six parts written in this chapter. There are; background of the study, limitation of the study, problem formulation, objectives of the study, significance of the study, and organization of the study.

A. Background of The Study

In a book entitled *Theory of Literature* by Wellek and Warren it is stated that “Literature is a creative activity in a work of art” (15). This means literature is a vessel for conveying ideas or concepts that have been thought and felt and then poured into beautiful language with interesting words. Literary works are imaginative works in which the works of art are made with human objects and also life using language media. Literary works also take a lot from true stories or facts that are found in society, and then reprocessed into writings that are arranged in languages and stories that attract the attention of others. The language contained in literary works contains aesthetic value as a means of communication and also to convey information to the public. Literature conveys ‘understanding’ about life in its own way. Literary works can be in the form of art which includes films, dramas, multimedia and others.

According to Hornby, “the definition of the film is a story that has been recorded as a set of moving images to be shown on television or in cinemas” (3) where the film is a presentation medium that conveys

information that has the ability to attract the attention of the audience as a means of entertainment, and as a learning medium. Film is also the most sophisticated presentation medium because it can convey information such as images, sounds, movements, lines and symbol at one time. In learning media, it is known as edutainment, *Education* and *Entertainment* content which was put forward by Robert Heyman (as cited Aksakal 123). Education and Entertainment aim to support education with entertainment. Films that contain elements of edutainment can change a person's behavior both cognitively, effectively, and psychometrically. Most writers when making films are motivated by real life, where a film can be represented by studying a characteristic of humans so that it can attract the attention of the audience to gain knowledge and development. Both of these things can be taken and accepted by the audience, usually found in the characters and characterization of the story. In the use of visual effects, a good film is not determined by the sophistication of its effect and materials, but rather emphasizes the aesthetic value and contains the message that can be received by the audience without making them feel bored.

One example of the western film that contains the educational films is *The Miracle Worker* (1962) directed by Arthur Penn which tells the story of the struggle of a multi-disabled child to be able to speak. The script written by William Gibson (1957) is based on the true story of Helen Keller in the autobiography entitled *The Story of My Life*. In the

film every the scene has a million meanings that tell Helen Keller's childhood. Helen Keller suffered from visual, hearing and speech impairments when she was around 19 months old. This resulted in a delay in the process of language development in her. With the limitation she has, she does not feel hopeless and has high enthusiasm for learning with the help of private tutor through the observational learning method.

According to Bandura “observational learning is learning by observing reinforced models” (Schultz & Schultz, 481). It means that observational learning is an activity that involves the brain activity related to thinking, competence in acquiring knowledge, recognition, understanding, and determination and reasoning where humans learn from own experiences or through observing others. In observational learning related to the existence of factors that influence of modeling. Among other are characteristics of the model, characteristics of the observers, and the reward consequences associated with behavior. Observational learning also takes four stages such as attention, retention, production and motivation which are useful for balancing learning so that it runs optimally. In order for the learning process to run optimally, an evaluation process is also needed in order to shape one's true character. The learning process is not only a means of preparing for the life to come but also a process of development towards maturity.

This study analyzes the film “*The Miracle Worker*” which is based

on the life and study of Helen Keller. What makes this film unique is the figure of Annie Sullivan who is very amazing because she was also blind when she was little but managed to become an educator. This is where this film is interesting to analyze because Annie's approach which focuses on the cognitive domain is very efficient. Even though the observational learning method seemed to be forced on Helen's character, in fact it produces extraordinary results in a relatively short time.

In the description before, this study intends to explore and research more deeply about the contents of the film entitled "**Learning Development of Helen Keller through Observational Learning Method Applied in Disable Child in *The Miracle Worker***".

B. Problem of Formulation

Based on the background, this study formulates two questions as problems to be answered in the analysis, the two questions are;

1. What are the factors that influence of modeling in Helen's learning in the observational process?
2. What the stages does Helen Keller goes through in her observational learning process?

C. Limitation of the Study

To avoid undirected research and discussion, this study is limited to the analysis of the process of learning focused on the factors that influence of modeling and the stage of observational learning of Helen Keller in the film entitled “*The Miracle Worker*”

D. Objective of The Study

Based on the formulation of the problem above, this study is formulated to the following objectives:

1. To analyze the factors that influence of modeling in the observational learning in the film *The Miracle Worker*.
2. To analyze the stages of observational learning done by Helen in the film *The Miracle Worker*.

E. Significance of The Study

The significance of this study is based on theoretical and practical:

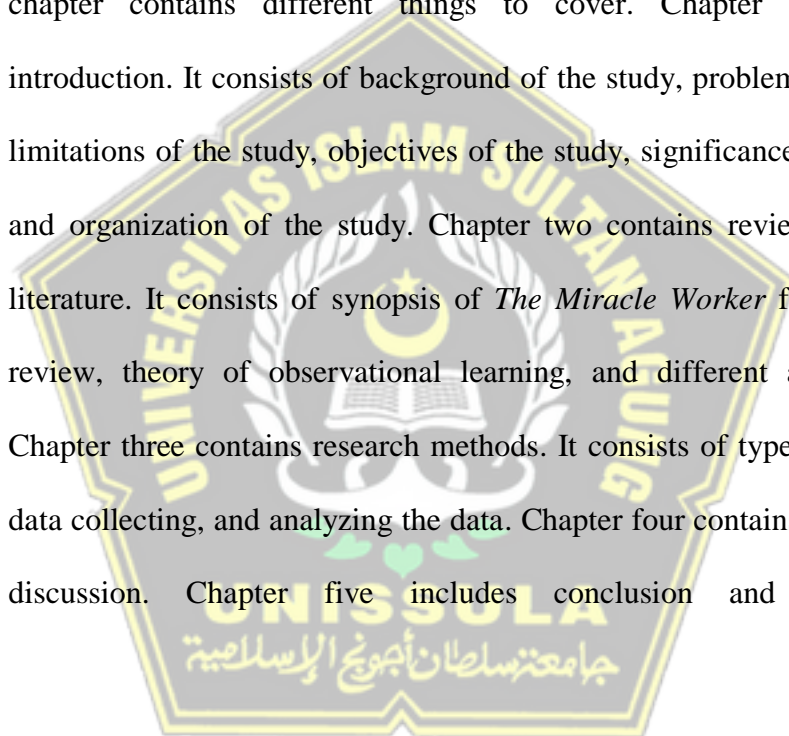
1. Theoretically, this study will provide an explanation to the reader regarding the development of learning in the character Helen in *The Miracle Worker* film using the theory of observational learning. This study will provide knowledge about the stages contained in observational learning.
2. Practically
 - a. For educators, it is hoped that the results of this study can be used as input in determining the appropriate pattern of education for

students according to the child's physical condition.

- b. For student, the results of this study are expected to be one of the reference materials for conducting more relevant research.

F. Organization of The Study

This study was arranged systematically in five chapters. Each chapter contains different things to cover. Chapter one contains introduction. It consists of background of the study, problem formulation, limitations of the study, objectives of the study, significance of the study, and organization of the study. Chapter two contains reviews of related literature. It consists of synopsis of *The Miracle Worker* film, literature review, theory of observational learning, and different abled people. Chapter three contains research methods. It consists of types of research, data collecting, and analyzing the data. Chapter four contains findings and discussion. Chapter five includes conclusion and suggestions.



CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter explained the literature review which is related to the points discussed in this study, there are two subchapters. The first sub-chapter is the synopsis of *The Miracle Worker* film, the second sub-chapter is a review of related literature which consist of the definition of observational learning theory, the stages of observational learning theory, definition of disabilities, and types of person with disabilities.

A. **Synopsis of the Film *The Miracle Worker***

The Miracle Worker is an American production film based on Helen Keller's autobiography entitled "*The Story of My Life*" which was published in 1962 which tells of a character named Helen Keller, a child with special needs. At first Helen was born as a healthy baby. She is blind, deaf and mute after having been sick at 19th months old due to a high fever. She grew up to be a spoiled, wild, and disobedient child. Alexander Graham Bell had helped to check on Helen's condition but was unable to help her. Then Helen's family contacted the Perkins Institute for the blind in Boston and sent Annie Sullivan to the Keller's family.

Helen felt silence, darkness, and emotional vulnerability every day. Previously Annie was also blind, so she understood what Helen's world was like. The only key Helen's transformation is going through

language and teaching her some finger pronunciations. It also sometimes makes her feel bored so when frustrated she decides to attack people and destroy object around her by venting her emotions through action. According to the family, children with disabilities should be pitied. But Annie Sullivan forbade and opposed because it was feared the habit would become a more serious defect.

Annie's behavior was extremely violent towards Helen, thus drawing a stark contrast to Mrs. Katie's, even though she was about to be fired, she insisted on staying because Helen really needed her. With determination and patience, Annie enlist the Keller's to work together to help her thrive by giving her approximately two weeks of seclusion in the garden house. Progress was made during that time, but progress began to erode after returning to the main house. In an important meeting, Helen intentionally pours a bottle of water with emotion, and then Annie takes her by force to the water pump to refill the water. When she felt the splash of water on her hands, she understood that everything has a name and understand what has been learned and communicate to people the way she understand things by using the movements of the fingers.

The film directed by Arthur Penn and screenplay by William Gibson based on the 1959 Drama was shown on television as the anthology series Playhouse 0 in 1957 and received an Academy Award and received food acclaim from the public regarding each character played.

B. Literature Review

Literature and psychology are two branches of science that study the human soul. Both literature and psychology have the same relationship in the study of their subject matter, namely human life. Literature according to Noam Chomsky is a work as the most important means that is useful for obtaining knowledge, about humans and their lives, a unique experience and its special values (as cited by Aras 251), whereas psychology according to Kagan and Havemann is defined “the science that systematically studies and attempts to describe observable behavior related to invisible mental events that occur within organism and external events in the environment” (as cited Aras 251). The relationship between literature and psychology is that literature is seen as the result of human activity and expression, on the other hand psychology can also help writers increase their sensitivity to human behavior and provide opportunities to explore patterns that have not been touched before. It can be seen that psychology can examine human behavior more broadly, while literature only describes human behavior through psychological sources that can analyze and find facts about the characteristics and behavior found in the human life.

The purpose of the previous presentation is to emphasize that psychology is not the main subject to research this study. But psychology is presented as a nuance in a literary work. This study focuses on the character of Helen Keller in the film *The Miracle Worker* (1962). Before the author conducted this research, there had previously been research on the film *The*

Miracle Worker, which was examined using various objects and theories. This study uses a different analysis from previous research, because this study focuses on the process and the stages of learning development carried out by Helen Keller using the observational learning method by Albert Bandura.

C. Theory of Observational Learning

C.1 The Definition of Observational Learning

Albert Bandura explained that he believes that “observation allows people to learn without doing any behavior, such as observing natural phenomena, plants, animal, water, and so on. But what is very important for social learning theorist is the assumption that they learn by observing the behavior of other” (Feist and J. Feist, 481). It should be explained that observational learning or social learning theory is a cognitive process that involves language, reasoning, morality, regulation and one’s behavior. Morality is something related to character, namely the quality in human actions that can indicate that an action is right or wrong, good or bad. cognitive processes tend to have a lot to do with thought processes, that is individuals do not only imitate mechanically after doing something, but the imitation will be processed cognitively according to the experiences that have been carried out.

Based on an observational, learning theory is divided into two parts, namely (SLT) *Social Learning Theory* and (SCLT) *Social Cognitive Learning Theory* (Nabavi, 4). In the beginning, observational learning was

part of social learning theory which explained socialization and its influence on personality development, namely between humans, behavior, and the environment or known as *Triadic*. In addition, Bandura made new plantings by putting forward *Social Cognitive Learning Theory* which is a theory that emphasizes the idea that most of the learning experienced by humans occurs in the social environment through cognitive process. This cognitive process requires an observation called observational learning.

According to Bandura, "Observational Learning is an activity that involves the brain related to thinking, competence in acquiring knowledge, recognition, understanding, determination and reasoning. Therefore, humans learn from their own experiences and through the observation of others" (P. Schultz & Schultz, 406). It can be explained that an important aspect of the learning process comes from observing and imitating the people around them. This concept is commensurate with the understanding that a person learns like a spoon, absorbing what is around it. Observation will form an idea of how behavior can obtain information that can guide further action. Observational learning requires shared commitment as well as learning through models. There is also an internal principle of SCLT or what is called the determination of reciprocity is the interaction between individuals, behavior and environment. The three interactions are interrelated after going through the observation process (Nabavi, 14), observational learning is very efficient and complex to be taught to many individuals through several models. Bandura identified three basic models

of learning through observation:

1. Direct Model: usually shows demonstrative behavior or demonstrates behavior. What is meant by the direct model is that an observer can observe the object directly. Both living and dead things. After the observation process, observers can practice or show things that have been obtained before.
2. Verbal Instruction Models: usually describe and explain a behavior. In the verbal instruction model there are activities that involve teachers and students in the teaching and learning process to achieve the desired goals.
3. Symbolic Models: usually use real or fiction characters who display certain behavior in books, film, television, or online media. Teaching in symbolic models is usually in the form of symbol or special codes applied by the teacher.

The essence of the observational learning is modeling. “Modeling involves cognitive processes, not just imitation. Conversely, modeling can adapt the actions of others as information and store it for future use” (Bandura, 1994). In addition to the learning models, observational learning is also related to the existence of factors that influence of modeling. These factors include:

1. Characteristics of the Model

“The characteristics of the model are very important, where individuals tend to imitate people with high status rather than those with low status” (J. Feist & Feist, 481). The model must have a higher position so that children pay attention to and imitate what the model does. Another thing that can affect the characteristic of the model is that the existence of gender equality makes it easier for observe to pay attention to the model. That’s where the learning process can run and feel comfortable because they can understand the same characteristics.

2. Characteristics of the Observers

“Observers are very influential on modeling. Observers who have low levels of self-confidence find it easier to imitate models because observers feel less confident and think that observers cannot do anything” (J. Feist & Feist, 481). In order to produce the desired learning, onservers must also have determination and confidence in dealing with the learning process provides by the teacher.

3. The Reward Consequences Associated with the Behavior

“Reward consequences can be in the form of punishment as

well as rewards that can affect the range of modeling; The greater the value given by an observer to a behavior, the more likely the observer will obtain that behavior” (J. Feist & Feist 481). The point is that when the observer succeeds in obtaining the desired behavior, the observer will get a reward. And conversely, if the observer does not pay attention to the desired behavior and tend to ignore it, the observer will get punishment from the teacher.

C.2 The Stage of the Observational Learning Process.

Not all behavior observed by individuals automatically lead to changes in behavior in a person, there are several processes that need to be considered after making observations. According by Albert Bandura, the variable stages that affect the learning process are divided into four stages:

1. Attention Process

“The more closely we pay attention to a model’s behavior, the more likely we will imitate it” (P. Schultz & Schultz 412). Attention is the initial process of developing understanding where one learns through observation. An observer will fail to elicit appropriate behavior at the sensory level if they do not notice, recognize, and distinguish the characteristics of the model’s response. Attention is also a conscious process that generates a small amount of information from a large amount of available information.

Individuals need to pay attention to behavior. Attention can arise from mental representation and behavior. Attention can arise from sensory nerve stimulation to be brought to the brain so that it produces something different (McLeod, 2016). The point is that from the amount of information provided, the brain can capture small amounts of information to produce attention that has been captured by the mind so that it can produce something different.

“Learning by modeling really needs to pay attention and perceive the behavior of the model appropriately. The success rate can be determined by the characteristics of the model and the child” (Bandura 2005). The point is that individuals cannot learn only by observation if they do not pay attention and recognize the behavior being modeled. Attention is also the process of developing one understands of learning through observation.

At this stage of the process it tends to have added value which encourages a person to be able to think with feelings assisted by common sense. In this process, it is very important initial value for the continuation of the next stage of learning.

2. Retention Process

Retention is the next step when the observer succeeds in understanding and going through the attention process. “This process memory plays a big role, because the information obtained from the

previous process is store it symbolically in several ways, namely imaginative, verbally, and nonverbally” (P. Schultz & Schultz, 143). It can be said to be imaginative things that are in their mindset. The material that has been obtained can add to knowledge and insight if you can remember it. Although individuals may observe the model’s behavior, they need to remember the actions that have been obtained. Another way that can be done is by imagining material or real behavior by practicing the material that has been given.

3. Production Process

Bandura said that the production process is a cognitive process for carrying out actions that involve the sense as recipients of stimuli to carry out motor movements. In the process of imitating an action, a person needs behavior to find the level at which everything that has been learned needs to be translated into action and effective imitation. Usually in this process there is an excess of emotions, because if understanding is felt to be lacking, the brain will work very hard to achieve a desired process.

“The response in the production process is related to existence someone who can follow something that is explained externally to be directed through a series of instruction to produce a new response” (P. Shultz & Schultz, 413). In the production process when the model has conveyed information, the observer can practice further to

increase the progress of the skill that has been learned. New advantages and skills can usher in the next stage on the found that observers can follow it.

4. Motivational Process

Of the three stage that have been mentioned. Motivation is the result of peak performance achieved in the past. “Motivation is an impulse that arises in a person consciously or unconsciously to carry out an action with a specific purpose” (Bandura, 414). Motivation plays an important role in one’s learning process, with reinforcement people who have experienced the learning process can evoke a sense of self satisfaction and the motivation and enthusiasm of others. According to Bandura, motivation is intrinsic and extrinsic to observes and motivation can be formed in rewards and punishment. Intrinsic and extrinsic goals are so that the motivational process that is driven through oneself and others can lead to achieving the goals obtained. Rewards and punishment can be explained by the observer’s feeling that it has successfully passed the previous stages and sees what is achieved as a reward for their self for passing through several stages of difficulty. Punishment is a form of mistake that has been made by observers to account for bad behavior that has been done.

D. Different Abled People

D.1 Definition of Disability

The word disability was deliberately created by the institution to soften the word for someone with special needs. Disability is a physical or mental disorder that can interfere with hinder and prevent from carrying out activities like normal people. Another definition which given by WHO is a loss or disorder, either psychological or anatomical structural of function disorder. So it can be concluded that the definition of persons with disabilities is someone who has abnormal physical and mental limitations (Chhabra, 2016).

D.2 Types of Persons with Disabilities

There are several types of persons with disabilities as follows:

- a) Physical disability defines a person who has a physical disability which due to incomplete body parts caused by amputation, done defects, muscle defects, to paralysis.
- b) Deafness, define sufferers have limitation in hearing and usually deaf sufferer have difficulty communicating with other people. Deafness is the most common disorder in the United States. Forms of disturbances such as sensor neural caused by genetic factors. In addition there are also conditions such as Phenylketonuria, Hypothyroidism, and sickle cell anemia. This can be overcome by

using hearing aids to capture sound clearly.

c) Visual Disabilities, defined as a patient who have limited vision or are less alert. Usually around 10% of persons with visual disabilities are totally blind while about 90% are partially blind. Problems with visual defects and part of the face of people can see clearly for their survival by using drugs for their ailments if they without the help of a vigilant relative.

d) Mental Retardation is defined as a madness, such as behavior that often disturbs other people. Usually suffered because of experiencing difficulties in association and tone is also caused by emotions so that suffered need more supervision compared to people with physical disabilities.

e) Learning Disabilities defined as mental abilities and behavioral delays. Occurs because the nervous system affects the learning process. Learning disabilities are caused by problems with pregnancy, birth, and may be hereditary.

CHAPTER III

RESEARCH METHOD

Chapter three is the research method used in collecting and analyzing data to answer the problem of formulation and there are three sub-chapter in this chapter. The first sub-chapter is type of research, the second sub-chapter is data collecting, and the third sub-chapter is data analysis.

A. Type of Research

The research method provided information about how to choose the right method to solve a problem in decision making so that it can be resolved quickly.

Thus, the research method is a tool or technique for conducting research, which come from the word “conscientious” which means the attitude of solving problems carefully. Therefore, research is a loosely used term that aims to find interesting facts in order to obtain desired quality of result (Walliman, 16).

This study is a qualitative descriptive research, meaning that the data collection process was carried out qualitatively and the reporting was descriptive. Qualitative research is research that examines and understands the meaning assumed by individual or groups as a social or human problem, so this type of research is not an approach that involves statistical and mathematical data related to numbers but focuses on

descriptions and explanation in the form of word, sentences, and dialogues. In this case, this type of descriptive qualitative research were used to analyze the learning stage taken by Helen in Observational learning taken from the film *The Miracle Worker* directed by Arthur Penn (1962).

B. Data Collecting

In data collection, the steps for data collection and the types of data were explained.

B.1 Data Collecting Method

There were the stages of data collection for research:

B.1.1 Watching the Film

The first stage in conducting research were watching a film. The film *The Miracle Worker* was made in 1962 which has the duration of approximately 1 hour and 28 minutes. The researcher had been watching the film several times to get general information such as movie characters, themes, conflicts, and plots.

B.1.2 Reading the Film Script

The data was the film script of *The Miracle Worker*. The researcher had read language that contains accurate words and spelling. This process had taken a long time. This aimed to focus more on examining text, narratives, dialogues, and

description contained in each character related to the subject that had been analyzed in a study.

B.1.3 Identifying the Data

After reading the film script carefully, the next step was to identify the data. This was done to find parts of the text that had been analyzed by highlighting and underlining the text. Data was identified in the form of monologues and character dialogues.

B.1.4 Classifying the Data

Classifying the data was the following step. Classifying means determining when a problem of formulation has taken into consideration several points of view in the study of which the primary data to be used are categorized as the same as the problem formulation as the finding and discussed in Chapter IV. Column numbers, film screenplay contents, scenes, a form of analysis, references, and comments were all included in the appendix.

B.1.5 Reducing the Data

The final step in data collection was reducing the data from general to the specific. Data reduction means the process of selecting the most relevant data from film script for analysis. This phase aimed to reduce duplicate or incorrect data that could be removed to improve and simplify data. In this phase, the most important and effective information was developed to solve the problem. Final

data that supported the problem of formulation had been stored in the final data, whereas appropriate secondary data was applied.

B.2 Types of Data

Two types of data were used in this study, namely primary data and secondary data. The explanation of the data is as follows;

1. The Primary Data

The primer data was the main data used in the research. The data used was directly collected from the subject of the analysis. It was taken from *The Miracle Worker* film. This film was published in 1962 directed by Arthur Penn with the duration of approximately one hour and twenty eight minutes. This film provided data in the form of dialogues and monologues which were used as evidence.

2. The Secondary Data

The secondary data was the data collected from the supporting source to explain the primary source of data relating to the literature associated with the research object, including the documentation. The secondary data was taken from several data sources such as journals, articles, theses, and e-book related to the theory of this study.

C. Analyzing the Data

The final section of this chapter was analyzing the data. Analyzing the data strived to provide highly clear information about the data. The data type

employed in this study was descriptive analysis data. The method was to use a description to describe, evaluate and understand all of the existing data. While the result of this study was provided in chapter four.



CHAPTER IV

FINDING AND DISCUSSION

This chapter contains the finding and discussion of the process of observational learning in the film *The Miracle Worker (1962)* to answer the problem of formulation raised in chapter one. This chapter is divided into two sub-chapters that focus on explaining the factors that influence of modeling and the stages in the observational learning process which is reflected by Helen as the main character in the film *The Miracle Worker (1962)*.

A. The factor that influence of modeling in Helen's learning in the observational process

The essence of observational learning is modeling. "Modeling is a process of a behavior change technique that involves observing the behavior of the people (model) and participating with them in carrying out the desired behavior" (P. Schultz and Schultz, 407). That is in modeling; the observer is not just imitating someone's behavior but is required to observe the behavior of other people who aim to obtain the desired information. In the learning model, the observation process is also related to the existence of factors that influence of modeling, including; characteristics of the model, characteristics of the observers, and the reward consequences associated with the behavior.

A.1 Characteristics of the model

Characteristics of the model can affect our tendency to imitate everything that is done by other people, especially people who have a high

status. Bandura said that “The characteristics of the model are very important, where individuals tend to imitate with high status rather than those with low status” (J. Feist & Feist, 481). High status explained that a model has more potential than the one who is unskilled or incompetent. Annie is described as a model is object in a study, explained that she has a high status which means she has more skills while Helen as an observer is described as someone who is less competent or unskilled person. At first, Helen didn’t accept Annie and always avoided her because Annie was a new person she didn’t recognize. It can be seen in the following:

[She takes the doll from Helen, and reaches for her hand; Helen instantly grabs the doll back. Annie takes it again, and Helen’s hand next, but Helen is incensed now; when Annie draws her hand to her face to shake her head no, then tries to spell to her. **Helen slaps at Annie face. Annie grasps Helen by both arms, and swings her into a chair, holding her pinned there, kicking, while glasses, doll, bonnet fly in various directions. James laughs].**

[She never finishes, because Helen swing the doll with a furious energy. It hits Annie squarely in the face, and she falls back with a cry of pain. Her knuckles up to her mouth. Helen waits. Tensed for further combat. When Annie lowers her knuckles

she looks at blood on them; she works her lips, gets to her feet, finds the mirror, and bares her teeth at herself. Now she is furious herself]

Annie: “You little Wretch. No one’s taught you any manner? I’ll”

[But rounding from the mirror she sees the door slam, **Helen and the doll are on the outside, and Helen is turning the key in the lock. Annie darts over, to pull the knob; the door is locked fast. She yanks it again]**

(Miracle Worker, 00.16.47 – 00.19.58)

[Annie ignores him, looking at Helen; James goes in too. Imperceptibly the lights commence to narrow down. Annie and Helen are now alone in the yard, Helen seated at the pump, playing with the doll in a picture of innocent contentment. Annie comes near, leans against the house, and taking off her smoked glasses, studied her, not without awe. Presently Helen rises, gropes around to see if anyone is present; Annie evades her hand, **and when Helen is satisfied she is alone, the key suddenly protrudes out of her mouth. She takes it in her fingers, stands thinking, grapes to the pump, lifts loose board, drop the key into the well. And hugs her self gleefully. Annie stares. But after a moment she shakes her head to herself, she cannot keep the**

smile from her lips]

(Miracle Worker, 00.22.40 – 00.23.39)

Annie, as the model has a high status. The point is that a model has more potential than one who is unskilled or incompetent. A model played by Annie must have broad insight that aims to encourage observers to pay more attention and be able to imitate things that have been done, because Annie was more competent, Helen came groping and felt curious about what Annie was doing. When Annie had been teaching alphabet to Percy, Helen approached her. Helen insisted on studying and trying to spell the word given by Annie. It is showed through the following scene:

[she hits palm with it a couple of times, her eyes upon Helen across him, Helen gropes to feel what Percy's hand is doing, and when she encounters Annie's she falls back from them.]

Annie: "she mad to me now, so she doesn't want to play, but she knows lots of letters, Here's another, A,C,A,C,A."

[But she is watching Helen, who comes groping, consumed with curiosity; Annie makes the letter in Percy's hand, and Helen snatches Percy's other hand, and quickly spells four letters into it. Annie follows them aloud.]

(Miracle Worker, 00.50.22 – 00.50.58)

A.2 Characteristics of the Observers

The process of observation is determined by the characteristics of the observer. Bandura said “People who are low in self-confident and self-esteem are much more likely to imitate a model’s behavior than are people in self-confident and self-esteem” (P. Shultz & Shultz, 411). Self-confidence and self-esteem are quite different, it is explained that self-confidence refers to believing in one’s own abilities while self-esteem is obtained from knowledge and practice, so the more experience a person gains, the greater self-confidence she has. It is explained in the following scene:

Annie: “Did you see that, I spelled pen she spelled Cake.”

[she drops her eyes to spell into Helen’s hand, again indicating the “Pen”; Helen spells Cake, and Annie is amused].

(Miracle Worker, 00.25.41-00.26.02)

The scene explained that Helen was always wrong when she said something; because she didn’t know the surrounding things. She often mention something with confidence, but everything she said is not always true. Her mindset changed to be less confident and listened more to the words given by Annie; it can be seen in the following scene:

[Helen grabs at the handle, pump for more water, plunges her hand into its spurt and grabs Annie's to spell it again]

Annie: "Yes! Oh my dear"

[she falls to her knees to clasp Helen's pulls it free, stands almost bewildered, then drops to the ground, oats it swiftly, holds up her palm, imperious, Annie spells into it]

Annie: "Ground"

[Helen spells it back]

Annie: "Yes!"

[Helen whirs to the pump, pats it, holds up her palm, and Annie spells it]

Annie: "Pump."

[Helen spells it back]

(Miracle Worker, 1.20.51-1.23.11)

In that scene, it showed that as a child with disabilities, previously Helen was a difficult child, and she didn't want to listen to Annie. After the learning process carried out by Helen, she knew that everything had meaning as exemplified in the sentence including; ground and pump.

Through this learning process, it is easier for Helen to imitate Annie's words and actions. She listened and paid attention to the directions given by Annie.

In this learning process, Helen managed to lower her ego by paying attention to the model and learning to recognize objects around her. When Helen pumped the water she didn't know what she was doing, so she asked Annie to tell her by moving her finger on Helen's palm. When Helen had fallen and then grabbed a lump of earth, she didn't know what she was holding. All Annie did was tell Helen with a gesture on her hand. Previously, when mentioned something, she was too confident and was always wrong because she didn't want to listen and pay attention to Annie.

A.3 The Reward Consequences Associated with the Behavior

Reward is an award or an appreciation given to someone while a consequence is a result of an action or establishment that has been or will be carried out. On the factors that influence of modeling Bandura said "Reward consequences can be in the form of punishment as well as rewards that can affect the range in the modeling process, the greater the value given by an observer to a behavior, the more likely the observer will obtain that behavior" (Feist and J. Feist, 414). The range of the modeling process previously mentioned includes the characteristics of the model and the observer. The punishment can be seen in the following scene:

[she is interrupted by a gasp; Helen has stuck her finger,

and sits sucking at it, darkly. Then with vengeful resolve she seizes her doll and is about to dash its brains out on the floor when Annie diving catches it in one hand, which she at once shakes with hopping pain but otherwise ignores, patiently]

Annie: “All right, let’s try temperance”.

[taking the doll, she kneels, goes through the motion of knocking its head on the floor, spells into Helen hand]

Annie: “Bad girl,”

(Miracle Worker, 00.18.45-00.19.03)

When Helen throw the doll in her first learning, the punishment given by Annie in that scene is not explained through actions; but explained through words, so that Helen can distinguish between good and bad actions. Annie also gave rewards that aimed to build Helen’s mindset. The factors that influence of modeling rewards can be seen through the following scene:

[When Annie comes to her last spoon she sits next to Helen, and gripping the spoon in Helen hands compels her to take food in it up to her mouth. Helen sits with lips shut, Annie waits a stolid moment, then lowers Helen’s hand,

she tries again; this time Helen suddenly opens her mouth and accept the food. Annie lowers the spoon with a sign of relief, and Helen spew the mouthful out at her face. Annie sits a moment with eyes closed, then takes the pitcher and dashes its water into Helens hand takes up another spoonful, and shaves it into her open mouth. Helen swallows involuntarily, and while she is catching her breath Annie focuses her palm open, throws four swift letters into it, then another four, and bows toward her with devastating pleasantness].

Annie : “Good Girl”.

(Miracle Worker, 00.36.11-00.36.21)

The term “**good girl**” for Helen as a person with disabilities is a gift because she has succeeded in doing something, Helen began to learn and tried to behave well for the next stage of the observation process.

B. The stages does Helen Keller goes through in her observational learning process

When we observe someone’s behavior, it is not certain that we can change ourselves directly, so there are several processes that need to be considered when we observe someone. According to Bandura, there are several processes that influence observational learning, including the attention process, retention

process, production process, and motivational process.

B.1 Attention Processes

Attention is a state in which a person is consciously focusing on an activity. Bandura said “Attention can be developed in the cognitive processes and perceptual skill that we have, so that they can pay attention to the model well enough, they can understand model that are quite accurate in the behavior displayed” (P. Schultz & Schultz, 412). This stage of attention will be explained into four parts. The first of attention process is shown in the following narrative:

Annie: “All right then Helen, Doll will be your first word,

It’s a good as any,

D

O

L

L”

[Annie takes her finger, points it to the doll, point it to Helen, and touching it to her own face, also nods. Helen sits back on her heels, claps the doll to her, and rocks it. Annie studies her].

(Miracle Worker, 15.37 – 15. 58)

Based on the prologue, Annie has taught the word “**doll**”, Helen can imitate it but doesn’t know the meaning of the word “**doll**” properly. In observational learning, Helen must understand Annie in detail in order to obtain the necessary information. Helen could only feel the movement of Annie’s hand through the feeling and touch she got; because she is a child with special needs. Helen felt she had failed to understand behavior appropriate to the sensory level if she had not really paid attention and recognized the material Annie had presented. Basically, Helen did not recognize the surrounding object, because since she was little she did not receive special teaching as Annie did, so Helen did not have the material provisions to apply in her daily life. Every day all she has done is walk around the corner of the house, playing with her pet dog, and with a random appearance. It proven in the following narrative:

Kate: “we’ve put in the upstairs corner room, Miss Annie. If there’s any breeze at all this summer, you’ll feel it”-

[in the house the setter Belle flees into the family room, pursued by Helen with groping hands; the dog doubles back out the same door, and Helen still groping for her makes her way out to the porch; she is messy, her hair tumbled, her pinafore now ripped, her shoelaces untied]

(Miracle Worker, 00.12.52-00.13.50)

The attention process is the initial process of developing one understanding of starting observation. Success in the attention process is associated with the learning method given by Annie and also Helen's accuracy during the observation process. The second process is explained that individuals need to pay attention to a person's behavior and its consequences; and representations or actions that represent the mentality of that behavior. Bandura said "Attention can arise from mental representations and behavior. "Attention can also arise from sensory nerve stimulation which will be brought to the brain so that it can produce something different" (McLeod, 2). This attention can be seen as follows:

Annie: "Did you see that, I spelled "pen" she spelled "Cake"

[she drops her eyes to spell into Helen's hand, again indicating the "Pen"; Helen spells Cake, and Annie is amused]

(Miracle Worker, Minute 00.25:41-00.25:51)

From the quotation above it is very clear the difference in the spelling of the word "**pen**" and "**cake**". When Helen was given new vocabulary by Annie she found it difficult, so she just guessed the words she remembered. She needed extra attention to be able to closely imitate Annie's hand movements. Then she deliberately offered her hand to Annie and then let Annie write on her hand.

The third attention process is defined by Bandura that “Learning through modeling needs to pay attention and perceive the model’s behavior appropriately. The success rate can also be determined by the characteristics of the model and child” (4). It can be described through the following quotation:

Annie: “I’ll begin this minute, if you’ll leave the room.

Captain Keller!

[Meanwhile Annie in the middle of her mouthful Almost loses it with startle, and she slops down her fork to round on Helen.

The child comes up with curiosity to feel what Annie is doing. So Annie resumes eating. Letting Helen’s hand Follow the movement of her fork to her mouth, Whereupon Helen at once reaches into Annie plate].

(Miracle Worker, 00.29.35-00.36.30)

From the quotation before, Helen was curious about what Annie had done; it was explained by observing Annie’s behavior. She confidently showed her motor movements by touching Annie. Annie managed to get her to pay attention to everything she did. After that, Helen was more confident by writing words into Annie’s palm. In the previous attention process, Helen used to eat with her hands standing up; and had taken other people’s food by

going around the table.

The next attention process, Bandura said “If you learn something, you have to pay attention, whatever it is that dampens attention to the decline in the learning process” (P. Schultz and Schultz, 412). The attention process is described in the following scene:

**[Annie collects a fistful of spoons and descends
With them and the plate, at which Helen ceases
Banging; and Annie puts the plate down and a
spoon in Helen’s hand. Helen throws it on the floor]**

(Miracle Worker, 00.32.37-00.36.30)

From the scene before, at this point the spoon given by Annie is always thrown away by Helen, and she feels she doesn’t need the spoon to eat. The process of attention must be influenced by the model, for example, Annie tries her best to teach Helen to eat using a spoon, so that look polite. Helen is a noble descent, so Annie had to teach her how to eat properly. After spending a lot of energy in teaching her, Helen was able to observe carefully and follow everything that Annie had done. This attention process showed that Helen succeeded and was able to go through to the next stage.

B.2 Retention Processes

Retention is the second stage after successfully passing the attention process. The retention process plays a big role because the observer needs to

understand what the model conveys. Bandura said “The information obtained from the previous process is store it symbolically in several ways including imaginatively, verbally, and nonverbally” (P. Schultz and Schultz, 413). Imaginative is the power of thought to imagine everything that is in the mindset of the observer. Verbal is a form of communication through words both spoken and written while nonverbal is communication through body language such as expression and hand movements. It can be seen in the following sentence:

Annie: “C, A, K, E- She spells cake, she gets cake”

[Then Helen snatches Percy’s other hand, and quickly spells four letter into it. Annie follows them aloud].

(Miracle Worker, 00.50.44-00.51.00)

Based on the sentence, in this retention process, when Helen spells the word “**cake**” she will get a piece of cake because she has thought in her imagination that she will get a cake. In this process, Helen has a new response pattern that is presented through her memory. This means that in this process, Helen can dominate and be able to think and interpret words correctly. She could retain and remember what Annie has taught her, so that she could practice them for the next time. The retention process is very influential on cognitive processes involving language, thought, morality, and

one's behavior, so in this process, Helen needs time to produce new words.

The point is that when Helen makes observations, she can evaluate her behavior nonverbally because she can only move her hands, to get material that is easy to understand. It can help Helen to practice behavior as a symbol that she has successfully responded to something that has been modeled by Annie.

B.3 Production Processes

Production is the phase of behavior formation. Bandura said "The production process is cognitive processes for performing actions or imitating models that involve sensory actions as recipients of stimuli and the ability to process information from stimuli to perform motor movements. In the process of imitating an action, a person needs to be translated into action and effective imitation" (7). This production stage will be explained in three parts, one of them can be shown in the following quotation:

Annie: "I'm teaching Percy. Ooh, you're Jealous"

[she hits his palm with it couple of times, her eyes upon Helen across him; Helen gropes to feel what Percy's hand is doing, Helen now yanks their hands apart; she butts Percy away, and thrust her palm out insistently]

(Miracle Worker, 00.51.45-00.52.42)

The quotation told that Helen as an observer feels uncomfortable because Annie teaches language to Percy. It is explained as a mental image and model's behavior to observers as feedback in their environment. This means that Helen to be able to receive the information and can imitate hand language correctly and understand Annie's words by triggering Helen first.

Previously, Helen's emotional point peaked because she felt jealous, and she pulled Annie's hand to ask to be chased as she did to Percy. After that, Helen was able to receive information and succeeded in imitate by feeling the touch of the hand on her palm. The information obtained from Annie is in the form of new nouns around the room which aim to make it easier for Helen to remember and imitate, and she can hold them directly.

In the next production process, Bandura said "Response learning process in which a person can follow an externally described to be directed through a series of instructions to produce a new response" (P. Schultz & Schultz 413). The second production proof mentioned in the dialog as follows:

Helen : "Wah, Wah"

[and again, with great effort]

Helen: "Wah, wah"

[Helen plunges her hand into the water, spells into her own palm, then she gropes frantically, Annie reaches for her hand, and Helen spells into Annie's hand]

Annie: “Mrs. Keller’s. come quickly, she knows”

**[As Helen ringing the bell, with her other hand
encounter**

**her mother’s skirt, when she throws a handout, Annie
spells into it]**

(Miracle Worker, 01.22.36-01.23.35)

In the dialogue featuring the scene, Helen succeeds and perceives new objects around her. A new response was obtained when Helen managed to say the word “**water**”. The word can be understood by Helen when she hits the water. She tried to remember and then practiced speaking with a stutter, when Annie conveys information, for example telling her what Helen has been holding, she can practice further to increase the progress that has been made. From this process, Helen began to speak again after several years of silence; and began to understand doing the right things, like ringing a bell to let people know that she could speak again.

The new skill can bring Helen to the next stage, provided that Helen can follow it. It means that the production process begins to develop, when Helen gets a new vocabulary she can understand and be able to imitate it.

In the last production process, is defined by bandura that “When the model conveys information, observers can practice further to increase the progress of the skills that have been learned” (15). It can be illustrated in the

following scene:

Annie: “Teacher”

[then Helen gropes, feels, nothing, turns all around, pull free, and comes with both hands groping, to find Annie. She encounters Annie’s thighs, Annie kneels to her, Helen’s hand pats Annie’s cheek impatiently, points a finger, and waits, and Annie spells into it]

(Miracle Worker, Minute 01.24.58-01.25.27)

The scene above is explained with the word “**teacher**” which is marked when Helen is curious about who Annie Sullivan is, then Annie explains that she is a teacher who has been teaching her. Helen can understand and remember it easily, so she has observed, maintained, and trained model representation by doing the right actions.

B.4 Motivational Processes

Of the three stages that have been mentioned, the motivation process is the last phase or the result of peak performance achieved in the past. Bandura said that “Motivation is an impulse that arises in a person consciously or unconsciously to carry out an action with a specific purpose” (Bandura, 414). The stages of motivation will be explained in two parts. The first is described in the following quotation:

Annie: “Well, she takes up so, much of our attention”

Annie: “she rather starve that eat without spoon”

[Helen, at its contact with her knee feels the plate, promptly sets her crocheting down, and tucks the napkin in at her neck, but Annie withholds the spoon, when Helen finds it missing, she folds her hands in her lap, and quietly waits. Annie twinkles at Kate]

(Miracle Worker, 00.55.39-00.56.51)

From the quotation above, Helen is more disciplined than before, before carrying out the process of observational learning, while eating Helen took food from plate to plate by standing up, after successfully going through the three processes previously described, Helen was motivated to produce the behavior Annie wanted by proving she could wait for food to be ready and eat with a spoon while sitting. The motivational process aims to enable Helen to produce an effective mindset so that she can imitate the things she has been taught before.

The process of motivation plays an important role in a person's learning process, by strengthening people who have experienced the learning process in generating a sense of self-satisfaction and enthusiasm from others. According to Bandura “Motivation can be both intrinsic and extrinsic for the observer and a motivation can be formed in rewards and punishment” (11). Extrinsic and intrinsic are explained in more detail as measures owned by observers whose aims are that in the motivational process that exists in

oneself and others can achieve the desired goals. It can be explained in the sentence as follows:

Annie: “To make her refill this Pitcher”

[Annie has pulled Helen downstairs again by one hand, the pitcher in her other hand, across the yard to the pump. She pumps till the water comes, then Annie puts the pitcher in her other hand and guides it under the spout, and the water tumbling half into and half around the pitcher douses Helen’s hand]

(Miracle Worker, 01.02.18-01.21.26).

In the process of motivation, there is a punishment which is mentioned in the sentence “To make her refill the pitcher”. It is marked as punishment because Helen made a mistake. Helen is punished for pouring water on Annie’s face. It is an action that is not justified.

The punishment process was carried out so that Helen understood her mistakes; and as a measure of how well she understood good and bad behavior. Apart from being measures, punishment is given so that Helen is able to take responsibility for the bad things that have been done. It helped Helen to understand that everything has a different impact.

Finally after going through a long process, the achievement that achieved by Helen in her learning development was that she could speak again. It was explained that Helen understands that everything has a meaning,

after she was able to speak; she began to learn and communicate with those closest to her by speaking in a halting manner. Apart from that, Helen also moved her hands as sign language when she still had difficulty expressing vocabulary.



CHAPTER V

CONCLUSION AND SUGGESTION

Chapter five is the last chapter from this study. This chapter consists of two subchapters that convey conclusion and suggestion according to the discussion in the chapter four.

A. CONCLUSION

Based on the findings discussed in the fourth chapter, there are two conclusions. The first concerns the factors that influence modeling in observational learning which is owned by Helen as the main character in *The Miracle Worker* (1962) film. The second represents the stage of observational learning in *The Miracle Worker* (1962) film.

From the discussion, it can be concluded that this study presents the factors that influence modeling including the characteristics of the model, which explained that Annie as a model to be able to encourage Helen to pay more attention to the things she has done. The second is the characteristics of the observer, it is explained that Helen as an observer being able to imitate what Annie has done, by lowering her ego to pay attention to model and learn to recognize object around her. And the third is the reward consequences associated with the behavior, it is described that about the rewards and punishment which aims to make Helen be able to distinguish between good and bad actions.

The next process is the stages of observational learning which are divided into four stages. The first stage is the attention process which explained that Helen did the observation by feel the touch of Annie's hand. The second stage is the retention process or the process of remembering which explained that the touch of the hand that Annie had done, it is could make Helen remember little by little and apply the hand language that had been taught by Annie. The third stages is the production process or imitation process, it is explained that Helen continuously asks to be taught base letters and also the basic words around her. And the last stages is the motivational process or the strengthening process, it is explained that Helen did the therapy by means of seclusion from the family, so that she is able to study effectively and Helen feels that she is able to speak again after didn't able to speak for several years.

B. SUGGESTION

This study is far from perfect, it is hoped that readers can take a more directed and detailed approach in explaining the research above with more reliable sources. This study suggests that future researchers can analyze *The Miracle Worker* (1962) film use the theory of Hierarchy of needs by Abraham Maslow on the character Helen Keller. this study also suggest that other researches can analyze *The King's Speech* (2010) film use the theory of observational learning by Albert bandura.

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