

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consists of research findings and discussion. The research finding to answer the research problem are the interview. This section cover research or the perception on the education value of “Miracle Worker” movie based on fifth semester students of English Education Study Program at IAIN Palangka Raya.

A. Research Finding

Based on the students’perception, this movie contained eighteen education values. There were the perception on the education value of “Miracle Worker” movie based on fifth semester students of English Education Study Program at IAIN Palangka Raya.

1. Religion

The result of this interview shown that ten respondents stated that there was education value of religion. According to DKN, SF, RN, UJ, SH and S, they stated that education value of religion described from pray before eat.

According to UJ, education value of religion described from situation in the house there are some symbols of her religion and ther pray before eating.

Based on UJ :Iya tentu, karena dari sudut pandang rumahnya saja dari beberapa sudut rumah mereka ada di dinding-dinding ada beberapa lambang ketuhanan meraka dan juga sekali ketika mereka mau mkan bersama dan mereka mensyukuri bahwa anak tersebut ada

perubahan menjadi lebih baik mereka bersyukur dan memanjatkan doa kepada Tuhan yang mereka agungkan.¹

According to DKN, she said that education value of religion described when they pray before eating together.

Based on DKN : Mungkin ada namun hanya sedikit. Seperti berdoa disaat mereka akan makan.²

The situation can be seen based on the stage below:

*James : And Jacob was left alone...
... for the breaking of day,
and he wrestled with an angel.
And the angel said, "Let me go,
for the daybreaks"
And Jacob said, "I will not let you go until
you bless me."
Amen.*

(it is the pray that read by Helen's brother before eating together)

*Arthur : amen
Aunt Ev : amen
Kate :amen
Aunt Ev : That's a very strange grace,James.
James : I thought it was a very fitting grace
considering the circumstances
Captain Keller : So, you're an expert now on the Bible and
tobacco, is that right, James?
(performed at 28:31- 29:04)*

Then according to AN and K, she said that education value of religion described from how to respect to parent.

Based on AN : sedikit ada terutama menghormati orang tua.³

¹ Based on interview on Wednesday, september 23th 2015

² Based on interview on Wednesday, september 23th 2015

2. Honesty

The result of this interview shown that fourteen respondents stated that there was education value of honesty.

According to DKN, K, UJ, NS, R, SF and SH, they stated that her teacher was honest when she was speak and attitude to Keller's family.

Based on UJ : Sangat tergambarkan bagaimana seorang guru bersikap jujur kepada kedua orang tua hellen bahwa tindakan yang mereka lakukan selama ini seperti kurang tepat misalnya dengan memanjakan anak tersebut dan memberikan reward ketika anak itu sellu melakukan hal yang salah hanya saja meskipun hal tersebut tidak baik untuk disampaikan guru itu berusaha bersikap jujur agar mereka mengetahui kesalahan mereka sendiri.⁴

The situation can be seen based on the stage below:

Anna Sullivant :Good evening, Captain, Mrs. Keller.

Captain Keller :Miss Sullivan...

*I find that I am not satisfied with this..
That is, this arrangement..*

*Will you please take off your glasses? I find it very
difficult to speak to you with them on.*

Anna Sullivant :Well, of course.

Captain Keller :Now, Miss Sullivan..

*Anna Sullivant :Please tell me, Captain, is the little house in the
grove of trees being used for anything?*

Kate :The garden house?

Captain Keller :This is just what I am talking about.

*Miss Sullivan, if you expect to stay on here, there
must be a change in your manner.*

*And you must convince me that there is the slightest
hope of teaching a child who flees from you like the
plague.*

³ Based on interview on Wednesday, september 23th 2015

⁴ Based on interview on Wednesday, september 23th 2015

Anna Sullivant *You could show some sympathy*
 :You're absolutely right, Captain.

There is not the slightest possibility of teaching a
child who runs away from me.

It is hopeless here, and the sooner we realize that,
the sooner we can get to a solution.

It is not hopeless!

(miss Anna admit and honest to say that she is ill manner to teach Helen,
but it is the way)

Kate *:Helen could talk by the time she was 10 months*
 old.

Before this illness, she was such a good child.

Captain Keller *:Yes, she was an extraordinary child.*

Anna Sullivant *:I believe that, but she's not that child anymore.*

Anna Sullivant *:I've seen pets behave better than she does and it's*
 your pity that's the cause of it.

Captain Keller *:I beg your pardon!*

Anna Sullivant *:I'm afraid your love for Helen is a greater*
 handicap to her than her blindness or her deafness.

Kate *:Annie, before you came, we spoke of putting Helen*
 in an asylum.

Please don't give up.

Captain Keller *:Obviously, Miss Sullivan thinks it's hopeless.*

Anna Sullivant *:Here! It's hopeless here! I'm only just beginning!*

Please let me show you. Please follow me.

Captain Keller *:God knows what this has to do with anything. This*
 is ridiculous.

Anna sullivan *:I believe I can only make progress with Helen*
 If I have complete charge of her.

Kate *:But you already have that.*

Anna Sullivant *:No. I mean day and night. She must depend on me.*

Captain Keller :For what?

Anna Sullivant : For everything! Her food, her clothes her play time, her sweets.

All of these things are tools that I can use to reach her.

Captain Keller :And how do you propose to do that when she runs away from you?

If she can run to you,

Anna Sullivant :I have no hope Which is why I must live with her somewhere else.

You can bring Helen here after a long carriage ride.

She won't know where she is, and you can still see her every day,

provided she does not know you're here.

Captain Keller :How long would you keep her?

Anna sullivant :As long as it takes.

I know this is the way!

And, Captain,I cannot be rude to you

if you're not around to interfere with me.

Captain Keller :Am I to understand that if I say no to this, you will abandon your charge to an asylum?

Anna sullivant :An asylum is no place for Helen, Captain.

Believe me, I know in the state poorhouse,

my brother and I... until it took his life.

(Anna tell about her past that asylum is not place for Helen, because Helen is smart)

(performed at 41:00- 44:20 part 1)

According to FM, NA, RN, DR and S, They stated that her teacher was honest when she taught Helen.

3. Tolerance

The result of this interview shown that fifteen respondents stated that there was education value of tolerance.

According to UJ, S, RN and WN, they stated that although there were some different opinion in this movie but they would be tolerance with other.

She said that tolerance defined when her father wanted to pick up Helen due to they had to learn for two weeks but Miss Anna did not accept it because still day.

Based on RN : Ada toleransi ketika itu ayah dan ibu Helen memberikan 2 minggu untuk pisah rumah untuk si Anna dan Helen dirumah, ketika itu sudah pas 2 minggu ayah ingin menjemput Helen namun guru meminta lagi sampai jam 5 dan itu ayah Helen bersikeras untuk mengambil Helen tapi dia memberikan toleransi sampai siap menunggu Helen dijemput jam 5.⁵

The situation can be seen based on the stage below:

Captain Keller : Well, Miss Sullivan, the 2 weeks are up.

Anna Sullivant : Not until 5:00pm.

(captain and Miss anna debate about time to pick up Helen)

Captain Keller : Oh, what difference can half a day make?

You don't know how eager we are to have her back.

Anna Sullivant : I do know. It's my main concern.

*Captain Keller : You've done wonders for her,
and you've done us a great service.
I've actually missed her.*

⁵ Based on interview on , Tuesday, september 22th 2015

I owe that debt to you.

Anna Sullivant : Pay it to Helen, Captain.

Give her another week.

Captain Keller : Look what you've done for her already.

She's well-behaved. She seems quite contented. Certainly cleaner.

Anna Sullivant : She's cleaner?

Is that what you care about?

She's learning to talk, Captain.

The words are in her fingers already.

I can't risk her unlearning it when she goes back to her old life in the house.

Captain Keller : oh, look

What is she spelling?

Anna Sullivant : water

Captain Keller : miss Sullivant...

That dog doesn't know what words any more than she does.

The dog's happy enough, though.

God may not have meant for Helen to speak, Miss Sullivan.

Anna Sullivant : I mean her to, Captain.

Give her half a week.

Captain Keller : you have until 5:00 pm

(after they debate for some minute, Captain agrees that Helen will pick up at 5:00 pm although they have different opinion)

Kate cannot bear to be separated from her for another night.

(performed at 16:40-18:01part 2)

According to SP, FM, FMR and DKN, they stated that her teacher had a big patient to taught Helen, so she had tolerance in attitude.

According to SP, She said that tolerance described when her teacher always give tolerance to her student while teaching.

*Based on SP : Guru itu selalu memberikan kaya kesabaran untuk anak itu walau pun anak itu susah untuk diatur, dididik tapi guru itu selalu memberikan toleransi kepada anak itu.*⁶

The situation can be seen based on the stage below:

Kate : Did he succeed with her?
Anna Sullivant : He did
Kate : then it is possible.
Anna Sullivant : With patience, I suppose.. something they did not give me a certificate for at Perkins.
(Anna is very patient to Helen because she still can tolerance her attitude because Helen is not understand)
(performed at 38:43-38:53)

According to DR, she stated that her teacher taught used sign language that was she tolerance in different action.

According to R, K, N and SH, they stated that there were tolerance in love, tolerance for the right to study, and tolerance in different physical. Although this tolerance was not visible but appropriate with this teory.

Then, according to NS, in this movie NS said that her mother gave wrong tolerance when Helen made a wrong.

⁶ Based on interview on Wednesday, september 30th 2015

4. Discipline

The result of this interview shown that seventeen respondents stated that there was education value of discipline.

According to DR, WN, DKN, SF, NS, SH, AH, SP and K, N, they stated that her teacher was very discipline to taught Helen, how to eat politely without disturb other.

Based on DR : Contohnya makan dia tidak boleh pakai tangan dan harus menggunakan sendok.⁷

Anna Sullivant : soup (she spelt word “soup” on her helen’s palm)

Ooh, such a lady.

She'd rather starve than eat without a spoon.

(Helen begins be discipline with eating used a spoon)

Kate : You have taught her so much in a week and a half.

(Performed at 10:40-10:49)

According to FM, FMR, S, NA, AN, N and R they stated that her teacher was very discipline when taught Helen.

According to UJ and , they stated that discipline described from her parent that discipline about time.

5. Hard work

The result of this interview shown that eighteen respondents stated that there was education value of Hard work.

According to R, UJ, K, NA, S, FMR, SP, AH, SH, FM, NS, RN, SF, N, DKN and WN, they stated that hard work defined from her teacher who

⁷ Based on interview on Wednesday, september 23th 2015

was hard work to taught Helen from could not do something until she could do something.

According to AN He said that hard work described when her teacher spell word by word with alphabet manual but Helen was hard to taught.

Based on AN : Ada ketika anak itu disuruh mengeja hurup dengan bahasa tubuh⁸

The situation can be seen based on the stage below:

Anna Sullivant : I'm letting Helen hear the words.

Kate : How long will it take?

Anna Sullivant : A million words, maybe.

Pen

Did you see that?

I spelled "pen"

She spelles "cake"

She wants to see if I can tell the different

(perform at 26:00-26:45 part 1)

6. Creativity

The result of this interview shown that sixteen respondents stated that there was education value of creativity.

According to AN, S, DKN and WN, they stated that creativity described from her teacher that introduction thing directly such as water, flower and leaf.

⁸ Based on interview on Wednesday, september 23th 2015

According to NA, SP and SH, and FM they said that creativity from developing ability Helen such as spelling word by word with sign hand.

According to AN, he said that creativity described when her teacher was very regain grip of Helen, she taught Helen name of things with fun.

Based on AN :Gurunya Mengusai kondisi dia memanfaatkan kondisi anak itu misalnya dengan kondisi bermain dia ajarkan nama-nama benda sesuai dengan kondisi saat itu⁹

The situation can be seen based on the stage below:

*Anna Sullivant : (they went to garden and river)
(Anna bring Helen to nature to make Helen understand, not only to spell but touch the thing too. It is very appropriate for Helen ability)
flower
Leaf
Water
Not apple. Water
Huh
Why is it so hard to understand?
(performed at 08:44-09:44 part 2)*

According to R, UJ, K, FMR, N, NA, SF and RN, they stated that her teacher taught Helen many way such as embroidery.

According to RN, She said that creativity defined when her teacher taught embroider although she was blind.

Based on RN : Ketika itu si guru mengajar Helen kalau tidak salah menjahit atau menyulam walau Helen tidak bisa melihat tetapi guru ini bisa mengajarkanya untuk menyulam¹⁰

⁹ Based on interview on Wednesday, september 23th 2015

¹⁰ Based on interview on Tuesday, september 22th 2015

The situation can be seen based on the stage below:

Kate : How is she, Miss Annie?

Anna Sullivant : fine
I taught her that stitch yesterday.
Now I can't get her to stop.

(it is time when Kate comes and Helen is stitcing)

(Performed at 10:00-10:07part 2)

7. Independent

The result of this interview shown that sixteen respondents stated that there was education value of independent.

According to DKN, WN, S, FM, AH, K and AN, they stated that independent described from her teacher that want taught Helen alone without her parent to make Helen be independent people in the garden house.

According to FM, he said that independent described from her teacher that taught Helen to be independent to do anything.

Based on FM : ya disitu juga ada di film setelah diajarkan oleh guru tersebut nilai-nilai untuk mandiri, misalnya saat mengajarkan makan ataupun keperluan sehari-hari anak tersebut yang melakukan sendiri.¹¹

According to N, SF, RN, NS, SH, UJ, SP, FMR, R, they stated that independent described from her teacher that taught Helen for doing something by herself such as eat, used spoon, fold up napkin, pump water and etc.

¹¹ Based on interview on Wednesday, september 30th 2015

According to SF, she said that independent described her teacher taught for eat and fold up napkin.

Based on SF : ketika Helen di ajarkan makan sendiri melipat serbet itu di ajarkan untuk mandiri.¹²

The situation can be seen based on the stage below:

Anna Sullivant : Helen ate from her own plate with a spoon all by her self and she folded her napkin the room's wreck, but she folded her napkin, I'll be in my room, Mrs. Keller

(this situation is when they have breakfast, but Helen takes food from another plate, then Anna taught how to eat by her self, eat from her plate and folded the napkin for making Helen be independent child)

Anna Sullivant : oh, Helen

Viney : Don't be long now, Miss Annie.

Lunch going to be ready right away

Kate : My Helen folded her napkin.

(perform at 37:41-38:19 part 1)

8. Democracy

The result of this interview shown that seven respondents stated that there was education value of democracy.

According to DKN, RN and S, they said that James felt unfair, he did not get the same right because Helen was blind, dumb and deaf, but in the end of the story this family would be democracy family and happy ending.

According to S, then, democracy defined from james and capten whose never peace due to James felt he did not get care from captain.

¹² Based on interview on Wednesday, september 23th 2015

Based on S :Disitu saya melihat si James merasa kurang diperhatikan ketimbang si Helen jadi disitu si James dengan ayahnya hampir setiap waktu tidak pernah akur.¹³

The situation can be seen based on the stage below:

James : Helen is the real head of this house.
She's probably just pretending she can't speak or
hear
so she don't have to answer to anyone.

Captain Keller : Your jealousy of that helpless child is intolerable.
(James feel her father just love Helen, he never get love, he feel there is different right in the house)

James :Untie

(Perform at 05:05-05:15 part 1)

According AH, SH, N and AN, they stated that between her teacher and her parent they had different idea how to taught Helen, but her teacher could make to convince her parent that she could convert Helen be better with her step.

9. Curiosity

The result of this interview shown that fourteen respondents stated that there was education value of curiosity.

According to N, AN, K, UJ, they stated that curiosity defined by her teacher that wanted to know the ability of Helen, so she always try to teach Helen to know depth and breadth her ability.

¹³ Based on interview on Tuesday, september 22th 2015

According to UJ, she stated that curiosity defined from teacher that she known Helen had great ability but she gave evidence her curiosity.

Based on UJ: Tergambar sekali, bagaimana guru tersebut sebenarnya dia ingin tahu bahwa anak itu memiliki hal yang luar biasa hanya saja dia ingin membuktikan keingintahuan dia.¹⁴

According to AH, he said that curiosity described from her mother that wanted to know ability her child, so she wreaked a teacher for Helen.

Based on AH :Hanya terdapat dari ibunya apakah ada perkembangan atau tidak terhadap Helen

The situation can be seen based on the stage below:

Kate : The Captain thinks that your spelling everything that Helen does is like spelling to a fence post.

Anna Sullivant : You talk to the baby, don't you?

Does she understand what you mean?

Not yet, but she will someday

if she hears enough words.

I'm letting Helen hear the words.

Kate : How long will it take?

Anna Sullivant : A million words, maybe.

Pen

Kate : Did you see that?

Anna Sullivant : I spelled "pen"

She spelled "cake"

She wants to see if I can tell the difference.

¹⁴ Based on interview on Wednesday, september 23th 2015

There's is nothing impaired in that head, Mrs. Keller.

Helen is smart... and angry. I can use that.

*(miss Anna want to give evidence her curiosity about Helen's ability)
(perform at 26:00-26:51 part 1)*

According to WN, DKN, SF, RN, NS, SH, S, DR, R, curiosity described when Helen wanted to know everything that she eat, touch and learn.

According to NS, she stated that curiosity described when in the end of this movie, she could comunicated, then she know anything.

Based on NS :Tergambar saat filmnya sudah hampir ending disitu dia sadar karena dia berempati tadi dia sudah bisa berkomunikasi dengan yang lain dan dia makin penasaran ini apa ini apa.¹⁵

The situation can be seen based on the stage below:

*Anna Sullivant : Captain
Mrs. Keller, come quickly!*

She knows!

Mrs. Keller...

she knows!

she knows!

Mother

Helen : Mother (she spelt the word "mother" on her mother's palm)

Anna Sullivant : yes

Father

¹⁵ Based on interview on Wednesday, september 23th 2015

Helen : father (she spelt the word “father” on her father’s palm)

Anna Sullivant : teacher

Yes

Helen : Teacher (she spelt the word “teacher” on her teacher’s palm)(performed at 36:36 -38:24 part 2)
(after Helen understand water, she want to know anythings all around her)

10. Citizenship

The result of this interview shown that two respondents stated that there was education value of citizenship.

According to RN and DKN, they said that this movie told about a teacher and a student that citizenship described from small thing such a teacher taught a student, that could be for nasional.

Based on RN : Kalau semangat kebangsaan karena ini antara seorang murid dan guru, Jadi seorang guru harus mendidik seorang murid dari yang tidak bisa menjadi bisa, walau ini sangat kecil, tapi memang kita membina bangsa itu dari hal kecil dari mendidik seorang anak dari yag tidak bisa menjadi bisa¹⁶

The situation can be seen based on the stage below:

Anna Sullivant : “Doll” will be your first word.

(Miss anna begin her teaching with one word “DOLL” to make Helen want to spell it)

It's as good as any.

" D..."

"O..."

" L..."

" L..."

¹⁶ Based on interview on Tuesday, september 22th 2015

Doll

Doll

It has a name

Helen : D

O

L

L

Anna Sullivant : thank you

James : thank you, Percy.

So, what was that? Some sort of game?

Anna Sullivant : It's an alphabet for the deaf. Each letter has a sign.

(anna uses alphabet for deaf that can use Helen to study)

D

O

L

L

DOLL

Anna Sullivant : First, she will learn to imitate.

James : Oh, she can imitate things, all right..

Like a regular little monkey.

Anna Sullivant : A bright little monkey.

James : I think she wants her doll back.

Anna Sullivant : She can have it back when she spells it.

James : She has no idea what words even are.

How can she spell them?

Anna Sullivant : If her fingers learn the letters now,

then maybe someday

her brain will learn that they have a meaning.

James : Did you make up this alphabet?

*Anna Sullivant : Me? No. Spanish monks under a vow of silence,
which, Mr.James, I wish you would take.*

(performed at 16:56-18:29 part 1)

11. Patriotism

The result of this interview shown that two respondents stated that there was education value of patriotism.

According to NS, she said that patriotism described from they care to environment.

*Based on NS : cinta tanah air mungkin ada cuman kurang nampak
cuma kelingkungan diberitahukan¹⁷*

The situation can be seen based on the stage below:

*Anna Sullivant :(they went to garden and river and spell words)
flower
Leaf
Water
Not apple. Water*

*(they go to garden for introduce the nature, we know then we can love
the nature(our country))*

Huh

Why is it so hard to understand?

(performed at 08:44-09:44 part 2)

According to RN, she said that patriotism described from how to some one care to make someone could be smart for this country.

*Based on RN : Hampir sama saja mencerdaskan dari yang tidak bisa
menjadi bisa*

¹⁷ Based on interview on Wednesday, september 23th 2015

The situation can be seen based on the stage below:

Kate : The Captain thinks that your spelling everything that Helen does is like spelling to a fence post.

Anna Sullivant : You talk to the baby, don't you?

Does she understand what you mean?

Not yet, but she will someday

if she hears enough words.

I'm letting Helen hear the words.

Kate : How long will it take?

Anna Sullivant : A million words, maybe.

Pen

Kate : Did you see that?

Anna Sullivant : I spelled "cake"

She spelled "cake"

She wants to see if I can tell the difference.

There's is nothing impaired in that head, Mrs. Keller.

Helen is smart... and angry. I can use that.

(Anna knows Helen is smart, so she believes that Helen can teach and what happen then, Helen and Anna are the famous women in the word)

(perform at 26:00-26:51 part 1)

12. Rewarding Achievement

The result of this interview shown that sixteen respondents stated that there was education value of reward achievement.

According to DKN, RN, NS, SH, FMR, S, NA, K, UJ, AH, they stated that if Helen could spell name of thing she could get the reward.

According to DR and FM, they said that reward achievement described from her parent who gave salary to her teacher.

According to DR, she stated that reward achievement defined when Anna got money from Helen's parents due to her achievement during taught helen.

Based on DR : Dari orang tua Hellen memberi uang kepada guru yang tidak seberapa untuk gurunya untuk menghargai¹⁸

The situation can be seen based on the stage below:

Captain Keller : Miss Sullivan.
I've brought you your first month's salary.
You've done quite a job.
You've taken a wild thing and given us back a child.

(it is the salary for Miss Anna because she can change Helen be good child)

Anna Sullivant : I taught Helen one thing..
"no" Don't do this. Don't do that.
I wanted to teach her "yes."
Captain Keller : Well, you'll have all the time you need now.
Anna Sullivant : Will you help me, Captain?
Captain Keller : yes. How ?
Anna Sullivant : Don't undo what I've done. (perform at 26:48-27:16)

According to R, she said that Helen got punishment if she made something wrong.

¹⁸ Based on interview on Wednesday, september 23th 2015

According to N, SF and AN, that reward achievement in this movie was wrong from her mother who always gave her candy if she made wrong thing.

Based on AN : Ada tapi dalam artian tidak baik karena ketika anak berbuat salah malah diberikan permen biar ga marah lagi sehingga lebih memanjakan¹⁹

The situation can be seen based on the stage below:

*Anna Sullivant : why does she get a reward for stabbing me?
(it is wrong reward because Kate give Helen candy when she stabbing Anna)
Kate : I... I don't know
I'm...I'm sorry(performed at 27:15-27:24 part 1)*

13. Friendship

The result of this interview shown that fourteen respondents stated that there was education value of friendship.

According to WN, K, AN, NA, FMR, SP, SH, FM, RN, N, DR, and AH, they stated that in the end of the movie they seen that Helen and her teacher to be friendship and love other, her father and james be friendly too, and they would be happy family that full of love.

According to DR, she stated that Friendship is defined from James and Mr. Keller and James and Anna Sullivant.

Based on DR : Antara guru dan Helen dan kakak hellen bersahabat dengan gurunya²⁰

¹⁹ Based on interview on Wednesday, september 23th 2015

²⁰ Based on interview on Wednesday, september 23th 2015

The situation can be seen based on the stage below:

James : May I escort you?

(it is time when James tries to be a friend with Anna)

Anna Sullivant: I'm not very good company right now.

James : Oh, I didn't come to keep you company.

I came to keep you from getting lost in the dark.

Anna Sullivant: Maybe that's just what I was looking to do.

James : Are you feeling sorry for yourself. Miss Sullivan?

Anna Sullivant: Just this once. Yes

James : My father has a great respect for you, and that's not easily earned. He fought at Vicksburg. He edits the newspaper.

Anna Sullivant: And he's always daring you to measure up.

James : If you have any advice for me, I wouldn't mind hearing it.

*Anna sullivan : I never really had a father, so I'm the last person to ask,
but you've got to stand up to the world. That's all I know.*

James : Well, what if he's the world?

*Anna Sullivant: Then you can just look around, James, and see how much
it really is. He's a man, James. That's all.*

James : So you are (perform at 25:05-26:04 part 2)

According to R and UJ, her parent was support her child to study although with strange people, but they could be collaboration with new people.

14. Peace

The result of this interview shown that eleven respondents stated that there was education value of peace.

According to SH, NS, FM, S, NA, K, R, DR, they stated that they would be happy family because Helen was better after she understand.

According to S, she stated that peace defined capten thanked to james due to forbid to meet Helen when the teacher brought Helen to come up.

Based on S :Dari James dan kapten, si kapten berterimakasih ketika james melarang ayahnya untuk menemui helen yang dipaksa keluar oleh gurunya Helen²¹

The situation can be seen based on the stage below:

Anna Sullivant : Don't get up!

Captain Keller : What are you doing?

Anna Sullivant : I treat her like a seeing child because I ask her to see!

I expect her to see!

Captain Keller : Where are you taking her?

To make her refill this pitcher!

Aunt Ev : You let her speak to you like that, Arthur?

Captain Keller : no, I don't.

James : let her go!

Captain Keller : what?

James : let her go

she's right

she's right, and kate's right

If you drive Miss Sullivan away from here, then we're lost.

No

Helen is lost.

²¹ Based on interview on Tuesday, september 22th 2015

(it is stage when James asks to her father for Anna teaches Helen be nice child)

Kate : captain, please

Captain Keller : Jimmy, thank you

(and captain say thank to jimmy because he makes he understand how to make Helen can be nice)

(perform at 32:40-33:40 part 2)

According to WN, SF, and FMR, they stated that peace meant when Helen obeyed with her teacher.

According to FMR, She said that peace described in the end of this movie when Helen and her teacher to be friend.

According to FMR : ada mungkin dialami gurunya dengan helen di ending cerita²²

The situation can be seen based on the stage below:

Helen : (Helen brought back key and kissed her teacher)

Anna Sullivant : I
LOVE
YOU
HELEN
SO MUCH
SO MUCH

(the sentence “I LOVE YOU SO MUCH” makes they are friend)
(performed at 39:37-40:06 part 2)

15. Reading Habit

The result of this interview shown that thirteen respondents stated that there was education value of reading habit.

²² Based on interview on Wednesday, september 23th 2015

According to AH, K, AN, S, SP, SH, FM, SF, DKN. They stated that reading habit could be read from the nature, because Helen was blind she could use her hand to touch many things all around. Literature in this case did not about book but in this case we could learn from nature.

According to DR, R, NS, RN. They stated that Helen read from her hand, she read used alphabet manual. She learn word by word so she read too.

According to UJ and N, they stated that her teacher always read book although she was busy.

According to N, Reading habit defined from miss Anna who always read to know how to teach Helen.

Based on N :Terlihat guru sering membaca dia ingin mengetahui bagaimana seharusnya memperlakukan seorang anak yang memiliki cara mengajar seperti apa²³

The situation can be seen based on the stage below:

Kate : what are you reading?

(it is time when Anna read a book)

Anna sullivan : Dr. Howe's account of his patient Laura Bridgman.

She was deaf, blind, and mute from the age of 2.

Kate : Did he succeed with her?

Anna Sullivan : He did

Kate : then it is possible.

(performed at 38:34-36:48 part 1)

²³ Based on interview on Wednesday, september 23th 2015

16. Environment Care

The result of this interview shown that fifteen respondents stated that there was education value of environment care.

According to WN, DKN, N, RN, FM, SH, SP, S, AN, K, DR, UJ, R, AH and NA, they stated that environment care described from her teacher that introduction of flower, water, horse, plant, tree, egg and all things in the range of her house. In this case the teacher explained about enviroment too, how to keep the environment.

According to RN, she said that environment care described from Helen who was blind, dumb and deaf but her teacher introduction of modifiers such as flower, water and horse.

Based on RN : Ketika Helen buta tuli dan bisu, walaupun indranya tidak lengkap tapi guru mengajarkan dia ini bunga, air, kuda dan cara memberi makan kuda²⁴

*Anna Sullivant : (they went to garden and river)
flower
Leaf
Water
Not apple. Water
Huh
Why is it so hard to understand?
(performed at 08:44-09:44)*

17. Care

The result of this interview shown that eleven respondents stated that there was education value of care.

²⁴ Based on interview on Tuesday, september 22th 2015

According to UJ, SP, SH, FM,N, AH, and R,they said that care in this movie shown from her teacher that she always care and help Helen to understand about this life.

According to AN, S, RN, they stated that care described from her father help miss Anna downstairs from her room.

According to AN, he said that care described when her father help Miss Sullivan downstairs from her room.

*Based on AN : Peduli sosial pada saat gurunya terkurung dikamar atas kan trus datangkan tangga untuk memberikan dukungan atau bantuan untuk membantu guru pribadi*²⁵

The situation can be seen based on the stage below:

Captain Keller : miss Sullivan

Anna Sullivan : Yes, Captain Keller?

Captain Keller : I hope this is not a sample of what we can expect of you.

Come out and sit on my shoulder.

(it is time when Captain help miss Anna downstairs from her room using ladder)

Anna Sullivan : I'm perfectly capable of going down a ladder by myself.

Captain Keller : Do as I say, Miss Sullivan.

Anna Sullivan : Very chivalrous of you.

Captain Keller : This is not chivalry. This is practicality. You're no good to us trapped in a room.

²⁵ Based on interview on Wednesday, september 23th 2015

(Performed at 22:25-23:13 part 1)

According to DKN, she said that care described when adaptation while eating, it meant Miss Anna helped Helen to learn how to eat well.

18. Responsibility

The result of this interview shown that eighteen respondents stated that there was education value of responsibility.

According to DR, AH, K, S, FMR, SP, SH, FM, NS, RN, SF, N, DKN, and WN, they said that responsibility described when the teacher taught her student in the best way. She did duty to taught Helen.

According to RN, she said that responsibility described from her teacher that have responsibility to taught a child.

Based on RN : Guru ini berkata pada orang tuanya sangat ingin mengajarkan Helen walau Helen kurang agar dia bisa mengajar untuk bertanggung jawab, saya seorang guru dan memiliki tanggung jawab mengajar dari yang tidak bisa menjadi bisa

He said that responsibility defined described from teacher who work so hard without think of salary.

Based on FM :disitu tergambar jelas karena seorang guru tidak bisa bekerja hanya terpengaruh oleh gaji tapi disitu harus penuh dan secara maksimal dalam mengajar si anak tersebut agar semua tujuannya dapat tercapai.

The situation can be seen based on the stage below:

Anna Sullivant : Helen ate from her own plate with a spoon all by her self and she folded her napkin the room's wreck, but she folded her napkin, I'll be in my room, Mrs. Keller

(Anna does her responsibility to make Helen can do by her self)

Anna Sullivant : oh, Helen

Viney : *Don't be long now, Miss Annie.*
Lunch going to be ready right away
Kate : *My Helen folded her napkin.*
(perform at 37:41-38:19 part 1)

According to R, UJ, AN and NA, they said that responsibility described from teacher, father and mother. They were very responsibility about their duties for her child.

It could be concluded that the eighteen of education value found in “*Miracle Worker*” movie are : religion, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, citizenship, patriotism, rewarding achievement, friendly, peace, reading habit, environmental care, care and responsibility.

Based on the data finding above, the education values in “*Miracle Worker*” movie based on the students’ perception were shown in Table 1.3:

Table 1.3

NO	STUDENT S	EDUCATION VALUE OF “ <i>MIRACLE WORKER</i> ” MOVIE														
		Rlg	Hnst	Tlrnc	Dis	HK	Cre	ind	De	Cu	ci	Pat	RA	Fri	Pea	RH
1	DR	-	√	√	√	√	-	-	-	√	-	-	√	√	√	√
2	N	√	-	√	√	√	√	√	√	√	-	-	√	√	-	√
3	K	√	√	√	√	√	√	√	√	√	-	-	√	√	√	√
4	SH	√	√	√	√	√	√	√	√	√			√	√	√	√
5	UJ	√	√	√	√	√	√	√	-	√	-	-	√	√	-	√
6	S	√	√	√	√	√	√	√	√	√	-	-	√	-	√	-
7	WN	-	-	√	√	√	√	√	-	√	-	-	-	√	√	-
8	AH	√	-	√	√	√	-	√	√	√	-	-	√	√	-	√
9	NA	-	√	-	√	√	√	-	-	-	-	-	√	√	√	-
10	NS	-	√	√	√	√	√	√	-	√	-	√	√	-	√	√
11	DKN	√	√	√	-	√	√	√	√	√	√	-	√	-	-	√
12	R	-	√	√	√	√	√	√	-	√	-	-	√	√	√	√
13	RN	√	√	√	√	√	√	√	√	√	√	√	√	√	-	√
14	FMR	-	√	√	√	√	√	√	-	-	-	-	√	√	√	-
15	AN	√	√	-	√	√	√	√	-	√	-	-	√	√	-	√
16	FM	-	√	√	√	√	√	√	-	-	-	-	√	√	√	√
17	SF	√	√	-	√	√	√	√	-	√	-	-	√	-	√	√
18	SP	-	-	√	√	√	√	√	-	-	-	-	-	√	-	-

B. DISCUSSION

The aim of this study was the perceptions on the Education Value of “Miracle Worker” Movie Based on the fifth semester students of English Education Study Program at IAIN Palangkaraya?”. This study has done the interview and collect the data of documentation. The result of the study showed miracle worker movie has 18 education values. The subject responded that all of these education values could be found in miracle worker movie. 18 education values would be discussed.

First, the result data finding, attitude and behavior obedient in implementing the teachings of their religion as described from they prayed before eating where based on the description the culture of education values and Indonesian National Character, religion is attitudes and behavior obedient in implementing the teachings of their religion, the practice of religion tolerant of others, and living in harmony with other faiths. (chapter II, page 19) But there are some perception that irrelevant with the description of education values such as patient and respect to parent.

Second, The result data finding, honesty as described from the teacher was honest to her parent that they were wrong to take care of her child and the teacher was opened and honest to Helen’s family about her method of teaching where based on description the culture of education values and Indonesian National Character, honesty is behavior based on an attempt to make himself as a person who always believed in words, actions, and work. (chapter II, page 19) But there is wrong perception that the teacher never

hidden her background whereas this information is from the letter from the institute.

Third, the result data finding education value of tolerance described as from the captain Keller and James that had different opinion but they could be tolerance which another, the teacher had tolerance for Helen's attitude but she still tried to changed the attitude to be better where based on Description the culture of education values and Indonesian National Character, tolerance is attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves. (chapter II, page 19)

Fourt, the result data finding discipline as described from Anna who taught Helen how to ate well wihout disturb other, this was very important in teaching that the first changed was behavior to other where based on description the culture of education values and Indonesian National Character, discipline is measures indicating orderly behavior and abide by the various rules and regulations. (chapter II, page 19)

Fifth, the result of The result data finding hard work as described from Anna Sullivant who hard work to made helen understand from spell the word, if she understand so she could learned many words where based on description the culture of education values and Indonesian National Character, hard work is behaviors that indicate an earnest effort to overcome barriers to learning and assignments, as well as completing the task as well as possible. (chapter II, page 19)

Sixth, the result of data finding creativity as described from Anna that had different method to teach Helen with another child, she went to garden for introducing flower, leaf and water used spelt word on the Helen's palm. So this step could be used to Helen who was blind, deaf and dumb where based on description the culture of education values and Indonesian National Character, creativity is think and do something to make way or the new results from something that has been owned. (chapter II, page 19)

Seventh, the result of data finding independent as described when they go to garden house for making Helen could be independent from her mother and could do anything by herself such as eat well, used spoon, fold up napkin and pump water. These activities were not easier for Helen that was blind, deaf and dumb, but it should be did for making Helen be Independent where based on description the culture of education values and Indonesian National Character, independent is attitudes and behaviors that are not easy to depend on others to complete tasks. (chapter II, page 19)

Eight, the result of data findings democracy described from James that felt unfair between his and Helen, James tried to get the same rights and the end of story he got it. This movie taught that everyone should tried to get the democratic with correctively where based on description the culture of education values and Indonesian National Character, democracy is how to think, behave, and act the same rights and obligations judging himself and others. (chapter II, page 19)

Ninth, the result of data finding curiosity as described from the teacher and her mother that want to know the ability of Helen that they could seen from Helen's attitude where based on description the culture of education values and Indonesian National Character, curiosity is attitudes and actions are always working to find more depth and breadth of something that is learned, seen, and heard. (chapter II, page 19)

Tenth, the result of data finding , citizenship as described from a teacher taught a student that all the big or great thing should be from the small thing, from taught a word to be one million words, from zero to hero that is something that contribution to the country where based on description the culture of education values and Indonesian National Character, citizenship is how to think, act, and sound that puts the interests of the nation and country above self-interest and group. (chapter II, page 19)

Eleventh, the result of data finding, Patriotism as described from caring with environment for introducing the nature where based on description the culture of education values and Indonesian National Character, Patriotism is way of thinking, being, and doing the show loyalty, caring, and high appreciation of the language, physical environment, social, culture, economy, and politics. (chapter II, page 19)

Twelfth, the result of data finding, rewarding achievement as described of achievement from Helen could understand all things after Anna was hard work to teach her, she got salary from Captain and thank where based on According to description the culture of education values and

Indonesian National Character, rewarding achievement is attitudes and actions that encourage him to produce something useful for society, and acknowledge and honor the success of others. (chapter II, page 19)

Thirteenth, the result of data findings friendship as described from Helen and Anna, James and Anna and Helen's parent, whose they could be friendship after they had talk and collaboration with others where based on description the culture of education values and Indonesian National Character, friendship is actions that show a sense of love to talk, hang out, and in collaboration with others. (chapter II, page 19)

Fourteenth, the result of data finding that peace as described between James and Captain that James tried to make her father understand that Anna did for making Helen to be better and make their family be happy if Helen could understand where based on description the culture of education values and Indonesian National Character, peace is attitudes, words, and actions that cause others to feel happy and safe on the presence of himself/herself. (chapter II, page 19)

Fifteenth, the result of data finding reading habit as described from the teacher that always read the book although she was busy and the most important was how to make Helen could read the nature from her palm because literature not only book but the environment was literature too where based on description the culture of education values and Indonesian National Character, reading habit is habits take time to read a variety of literature that gives well for him/her. (chapter II, page 20)

Sixteenth, the result of data finding environment as described from the teacher that introducing the nature all around Helen so she could understand and keep the environment where based on description the culture of education values and Indonesian National Character, environment care is Attitudes and actions which seek to prevent damage to the surrounding natural environment, and develop effort store pair the environmental damage that has occurred. (chapter II, page 20)

Seventeenth, the result of data finding care as described from captain that help Anna to downstairs from her room, that was very clearly and good example for others where based on description the culture of education values and Indonesian National Character, care is attitudes and actions that always want to help other people and communities in need. (chapter II, page 20)

Eighteenth, the result of data finding , responsibility as described from the teacher who has a good responsibility to her duty for making her student understand. Responsibility was very need for all teacher in the world, without it the education was unless where based on description the culture of education values and Indonesian National Character, responsibility is attitudes and behavior of a person to perform his duties, he should do for his self, society, the environment (natural, social and cultural). (chapter II, page 20)

After discussion above, this study conclude that education value of this movie was appropriate with Law of the Republic of Indonesia Number 20 of 2003 on the National Education System (Education Law) defines the

function and purpose of national education should be used in developing education efforts in Indonesia. Section 3 of the education law stated:

“Pendidikan nasional berfungsi mengembangkan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab”. Tujuan pendidikan nasional itu merupakan rumusan mengenai kualitas manusia Indonesia yang harus dikembangkan oleh setiap satuan pendidikan.

