

**COMMUNICATION STRATEGIES USED BY DOWN SYNDROME
CHARACTER IN *WHERE HOPE GROWS* MOVIE**

THESIS

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FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
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**COMMUNICATON STRATEGIES USED BY DOWN SYNDROME
CHARACTER IN *WHERE HOPE GROWS* MOVIE**

THESIS

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STATEMENT OF AUTHORSHIP

I certify that the thesis entitled "**Communication Strategies Used by Down Syndrome Character in *Where Hope Grows* Movie**" is original work. It does not incorporate any materials previously written or published by other persons, except those indicated in quotation and bibliography. Accordingly, I am as the writer, the only person responsible for this thesis if there is any objection or claim from others.

Malang, 12 Nopember 2019
The researcher



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MOTTO

It's the possibility of having a dream come true that makes life interesting

(The Alchemist – Paulo Coelho)



DEDICATION

This thesis is proudly dedicated to:

Me, Myself, and I

Thank you for finishing this research until the final

Ayah, Gatot Suwandi and Umik, Umi Hanik

Thank is never enough for your endless love, pray, and support.

My honorable advisor, Dr. Rohmani Nur Indah, M.Pd

I really and truly thank you for the patient, sincerity, knowledge, and guidance.

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Finally, as an ordinary human being, the research I conducted is far from perfect; herewith, I wish that everyone in any level of education responses this thesis and gives advices for the betterment of the intellectual. Therefore, the criticism and suggestion would be very welcome to help the future researchers to conduct better research in the field of linguistics.

ABSTRACT

Muniroh, Anik Lailatul. (2019) Communication Strategies Used by Down Syndrome Character in *Where Hope Grows* Movie. Undergraduate Thesis. English Literature Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Rohmani Nur Indah, M.Pd.

Keywords: *Down Syndrome, Communication, Phonology, Syntax*

This research aims to analyze the communication strategies used by Down Syndrome (DS) through the movie entitled *Where Hope Grows*, which the main character named Produce is a man with Down Syndrome. Down Syndrome itself is a condition of human with extra chromosome, it causes some development and intellectual delayed of human being. It is including the development delays of communication. This study is elaborated with the theory of Van Borsel (1996) for phonological case and Thordardottir (2002) for the syntactical case.

This research uses the descriptive qualitative method to investigate the problem of language phenomenon through the movie. The researcher is the instrument of this research. The researcher collects the data by downloading the *Where Hope Grows* movie on the internet and watching it. Utterances and gestures which produced by the character is the data that used in this research. The data are analyzed using the theory mentioned above.

The result of this study shows that Produce's utterances have dissimilarities with common people. Based on the theory, researcher finds 10 data and the diverges in phonological terms such consonant clusters are produced as a singleton, word final consonant are omitted, target fricatives and affricates are produced as stops, and aspirated voiceless stops in initial position are de-aspirated. Moreover, there are also within the syntactical terms such simple infinitive clauses with equivalent subjects, infinitive clauses with different subjects, and quotes as full clauses. Finally, after analyzing the way how DS communicates, this study may suggest the further researcher who has interest in DS communication, to do research an actual DS conversation since it is more impromptu and spontaneously

ABSTRAK

Muniroh, Anik Lailatul (2019) Strategi Komunikasi yang Digunakan oleh Karakter dengan Sindrom Down dalam Film *Where Hope Grows*. Skripsi. Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Rohmani Nur Indah, M. Pd.

Kata Kunci: Sindrom Down, Komunikasi, Fonologi, Sintaksis

Penelitian ini bertujuan untuk menganalisa strategi berkomunikasi yang digunakan oleh karakter dengan sindrom down pada film yang berjudul *Where Hope Grows*, yang mana pemeran utamanya bernama Produce merupakan seseorang dengan sindrom down. Sindrom down sendiri adalah sebuah kondisi yang terjadi pada seseorang yang memiliki kromosom tambahan, hal itu menyebabkan beberapa keterlambatan perkembangan dan cara berpikir. Di dalamnya, termasuk juga keterlambatan dalam berkomunikasi. Penelitian ini dijabarkan dengan menggunakan teori dari Van Borsel (1996) untuk masalah pada segi fonologi dan Thordardottir (2002) pada segi sintaksis.

Penelitian ini menggunakan metode deskriptif kualitatif untuk menguraikan permasalahan dalam berbahasa yang terdapat pada filmnya. Peneliti sendiri merupakan instrument penelitian yang ada dalam penelitian ini. Peneliti mengumpulkan data dengan mengunduh filmnya melalui internet dan menontonnya. Ucapan-ucapan dan gerakan yang diperoleh dari karakter sindrom down dalam film merupakan data yang digunakan pada penelitian ini. Data yang sudah didapat kemudian dianalisis menggunakan teori yang sudah disebutkan diatas.

Hasil penelitian ini menunjukkan bahwa ucapan Produce memiliki perbedaan dengan orang-orang pada umumnya. Berdasarkan teori, peneliti menemukan 10 data pada segi fonologi dan sintaksis. Dalam fonologi yakni klaster konsonan diproduksi sebagai sesuatu tunggal, konsonan terakhir dalam sebuah kata dihilangkan, frikatif dan afrikatif diucapkan dalam bentuk stop, aspirasi tanpa suara dalam bentuk stop pada huruf depan tidak dibunyikan. Selain itu, dalam segi sintaksis terdapat klausa infinitif sederhana dengan subjek yang setara, klausa infinitif dengan subjek yang berbeda, dan kutipan sebagai klausa yang penuh. Setelah menganalisis cara sindrom down berkomunikasi, penelitian ini menyarankan pada peneliti selanjutnya yang memiliki ketertarikan pada cara sindrom down berkomunikasi untuk melakukan penelitian lapangan dengan melakukan percakapan langsung dengan sindrom down.

ملخص البحث

منيرة، أنيك ليلة. (2019). استراتيجية التواصل المستخدمة من قبل الشخصية المصابة ب Syndrome Down في فيلم Where Hope Grows. البحث الجامعي. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: د. رحمني نور إنداه، الماجستير.

الكلمات المفتاحية : Down Syndrome، التواصل، علم الأصوات، النحو.

اللغة والتواصل، كلاهما من الأشياء الحاسمة يستخدمها الناس. وأن الله أعطى الناس هذه الطريقة التواصلية من أجل فهم بعضهم البعض (التواصل مع بعضهم البعض)، وأن الله خلق الناس بشيء مختلف منذ ولادتهم. إلى جانب ذلك، بالنسبة لأولئك الذين ولدوا بشيء مختلف مثل النقصان في الكلام، فإن الأمر يتطلب أيضًا نضالهم الخاص. هذه المشكلة الاختلافية في الاتصال يعاني أيضًا من متلازمة Down Syndrome (DS).

يستخدم هذا البحث المنهج الوصفي النوعي لفحص ظاهرة المشكلات اللغوية في فيلم بعنوان Where Hope Grows، حيث الشخصية الرئيسية هي الشخص الذي يصاب بمتلازمة Down Syndrome، واسمه Produce. تركز الباحثة على الملاحظة و هي معرفة كيفية إنتاج الاتصالات جمعت الباحثة البيانات من خلال تحليل شرح التعبيرات الموجودة في الفيلم و فحصه.

تشير نتائج هذه الدراسة إلى أن لأقوال Produce الفروق من الناس بشكل عام. بناءً على النظرية، وجدت الباحثة اختلافات في مبادئ علم الأصوات، وهي؛ التعبير عن مجموعة من الحروف الصائتة كشيء واحد، و حذف الحروف الصامتة في نهاية الكلمة، و إنتاج الاحتكاكات والكلمات المرتبطة بالكلام كمحطات، وتصبح توقفات الطموح التي لا صوت لها للبدائة غير مستنشقة. إضافة إلى ذلك، هناك اختلافات في القواعد النحوية أيضا، وبالتحديد في جمل المصدر البسيطة مع نفس الموضوع، وجمل المصدر ذات الموضوعات المختلفة، والاستشهاد كجمل سليمة. و أخيراً، بعد تحليل الطريقة التي يتواصل بها Down Syndrome، تقترح هذه الدراسة الباحثين المستقبليين المهتمين بتواصل Down Syndrome لإجراء البحث عن عبارة Down Syndrome دون الجاهز و التلقاء.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research question, and objectives of the study. In addition, it elaborates the significance of the study and scope and limitation of the study. While research method, previous studies, and definition of the key terms are presented as the last part of this chapter.

A. Background of the Study

This study examines the communication strategies used by Down Syndrome (DS) character in *Where Hope Grows* movie. By knowing of the main case, communication becomes the most important instrument of human being to have any interaction with each other especially with those having DS. Since communication and language cannot be separated, they have a deep relation to synchronize both in resulting meaning. The goal is to diminish the miscommunication and misunderstanding of communication and language through communication strategies.

According to the Field (2004) communication strategies can be described as a linguistic or paralinguistic technique used for overcoming obstacles of communication. The type of communication strategies can be categorized into two basic types, those are verbal and non-verbal communication. Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. Verbal communication consists of terms which deal with the delivering messages, those are pragmatics, syntax, semantics,

morphology, and phonology. Meanwhile, nonverbal communication is the sending or receiving of wordless messages. Those types of communication strategies occur not only to common people, but also to people with a gift such DS.

DS is known as a congenital disorder stemming from a chromosomal abnormality. According to Carr (1995), DS is caused by an extra copy of all or part of chromosome 21 in all or most cell lines. This syndrome occurs when one chromosome has an extra part, and an error occurs in cell division, or an extra chromosome exists, resulting in 47 chromosomes. The extra chromosome makes many changes and problems to the human development especially for the cognitive skill, physical features and language progress.

The physical characteristics commonly associated with DS include dimorphic facial features, growth retardation, broad hands, congenital heart disease, anomalies of the gastrointestinal tract, epicanthic folds, and hypotonic (low muscle tone). The degree of cognitive deficit varies widely from close to normal intelligence to severe retardation, with 80% of individuals showing moderate retardation (Pueschel & Myers, 1994). People who have DS disease also need to communicate with each other in a social sense, but their ability in using language and the way they communicate is different from the common people.

Based on some earlier scientist, people with DS have their own strategies to communicate with other people such using face-to-face method, imitation, joint attention, speak slowly and so on. It needs more patience to talk to DS people since they have the disorder in understanding and arranging the sentence and in pronouncing

words. How DS communicate actually has long been studied, but mostly, the former researchers examine around the children with DS and rarely elaborates how the strategies of adolescent with DS in communication. As example is Oliver (2012), who explain about the development of language in DS and it is limited by case study of children with DS in their pre-linguistic age.

Furthermore, Ivić (2016) elaborates the communication skills of a child with DS at the end of the first grade of Elementary School. It is limited to one boy who is investigated. While this research studies the adolescents communication strategies in *Where Hope Grows* movie's character who has DS.

Nonetheless, the DS adults have the different way to communicate with other people, because they gain language disorder since they were born. Examining the communication of DS is necessary because communicating with DS needs different strategies. This study is also being the proof of the DS communication, because the movie also supported "*behind the scene*" to ensure that main character is truly DS.

B. Research Questions

Based on the description in background of the study above, the researcher investigates the following problems:

1. What are the communication strategies used by Down Syndrome (DS) character in *Where Hope Grows* movie?
2. How does the character use the communication strategies in *Where Hope Grows* movie?

C. Objectives of the Study

Based on the statements of the problem, this research aims to elaborate two objectives of the study:

1. To identify the types of communication strategies used by the DS character in the *Where Hope Grows* movie.
2. To explain how the communication strategies are used by DS character in the movie.

D. Significances of the Study

The study is supposed to have contribution both theoretically and practically. Theoretically, the findings of this study are expected as one of the reference and alternative information on DS communication for the next DS research or study. This research also could enrich the understanding of the theoretical framework to psycholinguistic study towards the DS as a subject. While practically, this study perhaps can help people to understand the way of DS communication and how to communicate with them.

E. Scope and Limitation

This research focuses on observing the way of DS adult uses the communication strategies. It builds the understanding on the way DS adult delivers the messages to people him talk to. This study does not describe how DS adult acquires the language but how he produces the language. This study also focuses on the verbal language in oral communication which consists of phonological and syntactical terms. The

weakness of this movie in which the study is the data are taken from researcher cannot observe immediately to the subject.

F. Definition of Key Terms

1. Communication: The act of conveying intended meanings from one entity or group to another through the use of mutually understood signs and semiotic rules.
2. Down Syndrome: A congenital disorder stemming from a chromosomal abnormality makes problems to the human development especially for the cognitive skill, physical features and language progress as well as difficulties in understanding and pronouncing language.

G. Previous Studies

The first previous study is Down syndrome and Language Development written by Oliver (2012), which explains about the development of language in children with Down syndrome since their pre-linguistic age started from babbling, pragmatics, imitation, and joint attention. The paper elaborates about how communication of children with Down syndrome before they acquired their first language. The elements of language learned by children here are phonology, syntax, semantics and pragmatics. By concerning the phonology element, it found that children with Down syndrome begin to demonstrate phonological deficits when transitioning from babbling to speaking their first word, which occurs around 21 months of age and during the development of phonology processes, the deletion of final consonants on words happened.

Then, Ivić (2016) elaborates about communication skills of a boy with Down

syndrome. The paper states that nonverbal communication is his (a child with DS) strong side; he understands more than he can verbally express, which often results in underestimating his ability to understand. A child with Down syndrome experiences a little slower regular development, he easily learns and memorizes words but finds it difficult to master grammar due to difficulties in auditory and phonological short-term memory. This study investigates a boy with DS at the end of the first grade.



H. Research Method

This part discusses about the research design, data and data source, research instrument, and data collection.

1. **Research Design:** This case investigates using descriptive qualitative method and psycholinguistics as the approach. The descriptive qualitative is used for explaining the data which is acquired from the movie analysis and the psycholinguistics used for operating the data. Therefore, the aims of this study are to elaborate the phenomenon of communication strategies which is used by Down syndrome.
2. **Data and Data Source:** The main data source of this study is taken from a Down syndrome character in Where Hope Grows, an American drama film written and directed by Chris Dowling. The film was released on May 15, 2014, by Roadside Attractions. This movie is downloaded from <http://lk21.org/where-hope-grows-2014/> and the English subtitle as the transcript taken from <https://www.yifysubtitles.com/movie-imdb/tt3200980>. The data are taken from words, phrases, and sentences.
3. **Research Instrument:** The researcher is being the instrument for collecting and analyzing the data from Where Hope Grows movie analysis. The researcher is also being the instrument for the library research and observation.
4. **Data Collection:** The data of this research is collected methodologically

from the words, phrases, and statement from the conversation within the movie. The first step is researcher watch the movie and gain some words, phrases, and sentences from the movie.

5. **Data Analysis:** As classifying the statements of the problem answered by the phonology rules and syntactic rules strategies. Then analysis is done by knowing the strategies in using verbal language especially in phonological and syntactical context through the Down Syndrome. The last step is giving the conclusion.



CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter includes several theories dealing with the focus of this study those are: psycholinguistics, communication strategies, phonological disorder, syntactical disorder, Down syndrome, synopsis of *Where Hope Grows* movie, and the previous study.

A. Psycholinguistics

Psycholinguistics is a discipline in which the insights of linguistics and psychology are brought to bear on the study of the cognitive aspects of language understanding and production (O'Grady, 2001). Psycholinguistics covers the cognitive processes that make it possible to generate a grammatical and meaningful sentence out of vocabulary and grammatical structures, as well as the processes that make it possible to understand utterances, words, text, etc.

According to Clark & Clark (1977), psycholinguistics includes the study of children's acquisition of language. Furthermore, it draws on ideas and knowledge from a number of associated areas, such as phonetics, semantics and pure linguistics. There is a constant exchange of information between psycholinguists and those working in neurolinguistics, who study how language is represented in the brain. There are also close links with studies in artificial intelligence (Field, 2003).

Garman (1990) said that the branch of psycholinguistics consists of language acquisition (L1 and L2), language comprehension (includes symbol recognition, speech perception), language production (written and spoken), language modelling

(NLP, PDP), memory constraints (STM/LTM research), knowledge representation, conceptualisation and grammaticalization, and language impairments.

All the processing of language acquisition, language production, language development, and language impairment are included within the psycholinguistics branch. The communication and so communication strategies which consists of analyzing the phonetics, phonology, and how language conducted are also involved in the psycholinguistics area.

B. Communication Strategies

Communication is simply the act of transferring information from one place to another. Although this is a simple definition, the way of subject communication becomes a lot more complex. Based on Keyton (2011) communication can be defined as the process of transmitting information and common understanding from one person to another. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication. There are various categories of communication and more than one may occur at any time. The different categories of communication include: non-verbal communication and verbal communication.

Verbal communication

Verbal communication is the spoken or written conveying of message. Human language can be defined as a system of symbols (sometimes known as lexemes) and the grammars (rules). The word "*language*" also refers to common properties of languages. Language learning normally occurs most intensively during human

childhood, even though some people get delaying in acquiring language. Most of the thousands of human languages use patterns of sound or gesture for symbols which enable communication with others around them. The patterns are included by the phonetics, phonology, morphology, syntax, semantics, vocabulary, and so on. Languages tend to share certain properties, although there are exceptions, such especially for some people who get disease and disorder.

Verbal communication is thus a process by which meaning is assigned and conveyed in spoken and written form to create shared understanding. Bateson (1972) called it the replication of tautologies in the universe. This process, which requires a vast repertory of skills in interpersonal processing, listening, observing, speaking, questioning, analyzing, gestures, and evaluating enables collaboration and cooperation. Verbal communication automatically consists of oral communication. It is included the properties of language, such the theory of Ferguson & Terrion (2014) which follows phonological rules (sounds that appear in a language), syntactic rules (arrangement of words and punctuation in a sentence), semantic rules (the agreed upon meaning of words), and pragmatic rules (meaning derived upon context). Nonetheless, the rules which are used tent to be phonological and syntactic rules.

C. Down Syndrome

Down Syndrome is a congenital disorder stemming from a chromosomal abnormality appearing in about one of every 800 births. This syndrome occurs when one chromosome has an extra “part,” and an error occurs in cell division, or an extra chromosome exists, resulting in 47 chromosomes. Most people are born with 23 pairs

of chromosomes, for a total of 46. When the body produces an extra chromosome or genetic material, it alters the way the body develops, based on *All Party Parliamentary Group on Down Syndrome* (APPGDS, 2012).

Most people with DS have very recognizable characteristics and physical features. They may have a flatter face, eyes that slant upward, a mouth that turns downward, and sometimes a larger tongue. Physical features, in addition to the eyes and face, may reveal small or misshapen ears, large spaces between the big toe and second toe, and a deep crease across the palms of the hands. Few or all of these features may exist. They also get the delayed on language acquisition and development. In childhood, speech development includes a longer period of phonological errors and more variability, as well as poorer intelligibility, which is associated in part with hearing status.

D. Phonological Rules

Phonology is essentially the description of the systems and patterns of speech sounds in a language. According to (Yule, 2010) phonology is concerned with the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds. In general, word productions of children with Down syndrome have the same phonological characteristics as those of children with typical development. Particularly, stop, nasal and glide consonants tend to be produced accurately while fricatives, affricates and liquids are often in error (Bleile & Schwarz, 1984). Phonological process analyses have also highlighted similarities between children with DS and those with typical development with the following patterns occurring frequently (Van Borsel, 1996; Cholmain, 1994; Dodd, 1976; Kumin,

Councill & Goodman, 1994; Mackay & Hodson, 1982; B.L. Smith & Stoel-Gammon, 1983; Stoel-Gammon, 1980, 1981).

- a.) Consonant clusters are produced as singleton consonants;
- b.) Word-final consonants are omitted;
- c.) Target fricatives and affricates are produced as stops;
- d.) Aspirated voiceless stops in initial position are deaspirated;
- e.) Word-initial liquids are produced as glides and word-final liquids are produced as vowels or are omitted; and
- f.) Word-final voiced obstruent are devoiced

E. Syntactic Rules

Syntax is the study of arrangement of words and punctuation in a sentence. Syntax is also the combination of words into phrases and sentences. It includes word inflections (“s” in “cars” to mark plurality), parts of speech (e.g., noun, adjective, verb), word order, and sentence constituents (e.g., noun phrase, verb phrase). Compared with vocabulary, syntax is a particular weakness for individuals with Down syndrome. Children with Down syndrome are generally delayed in transitioning from 1- to 2-word speech (Iverson et al., 2003).

Syntax is a particular weakness for individuals with DS with expressive syntax being more delayed than receptive (Roberts et al., 2007). The emergence of two-word combinations is delayed in young children with DS and children and adolescents with DS continue to produce shorter and less complex utterances than typically developing children. Grammatical morphology is particularly impaired in DS especially in the

expressive domain. Importantly, contrary to what was previously believed that little progress is made in the syntactic development in DS after the age of 10 or 12 years of age, adolescents with DS do not reach a “syntactic ceiling” but continue to advance in syntactic complexity through at least 20 years of age (Roberts et al., 2007).

The specific syntactic structures used by adolescents with Down syndrome was conducted by Thordardottir et al. (2002). The sentences in these samples were examined for ten specific syntactic constructions which would classify the sentence as complex. These constructions were the following:

a.) Conjoined sentences,

Sentences in this category have two or more full clauses, containing, minimally, a subject and a verb within a single utterance. A conjunction such as and, but, so, before, or after may or may not be used to join the clauses. Clauses that were juxtaposed without an intonation boundary were coded as conjoined unless their content precluded such interpretation. Examples are: “Here’s you and here’s Jenny”; “And there’s a big crack on the floor and water’s coming up from it.”

b.) Simple infinitive clauses with equivalent subjects,

These are clauses marked by the infinitive particle to, in which the subject is the same as that of the main clause. Catenatives (transcribed as gonna, wanna, hafta, sposta, liketa, and trynta) were considered to be semiauxiliary forms and so clauses including them were not part of this category. However, the fully pronounced versions (e.g., going to,

have to) were included. Taking into consideration local dialect, the construction try and [verb] was regarded as a variant of the more standard form, try to [verb]. Certain syntactically ambiguous forms were not counted as infinitive clauses because they seemed to operate as prepositional phrases (e.g., go to sleep, which was considered parallel to go to bed). Examples are: “And cookie monster tried to get one from somebody too”; “I like to see Mr. Spock.”

c.) Full propositional complements,

These are complete clauses that may or may not be introduced by that and that occupy a complement position in a sentence. This category does not include clauses introduced by a wh-word. Direct and indirect quotes were not included in this category (see category 12). Examples are: “Bridget thought that they were swimming pools”; “I’m pretending these are from this year.”

d.) Simple non-infinitive wh- clauses,

These are clauses that are introduced by a wh- word (e.g., when, what, where, why, how, if, or like), do not contain the infinitive particle to, and fill an obligatory spot in the main clause. Examples are: “I don’t know what it’s about”; “Looks like it still sank”; “That was when I was a little girl.”

e.) Infinitive clauses with different subjects,

These are clauses marked by the infinitive particle *to*, in which the subject is different from that of the main clause. In other respects, these clauses are like those in category 2. Examples are: “Tell Scott to bring me over to the park”; “I want you to hold Mr. Bear”; “His mom told him to put them back.”

f.) Sentences with relative clauses,

Relative clauses modify a noun. They may or may not be introduced by a relative pronoun (such as *which*, *who*, or *that*). Relative clauses were included in this category only if they were part of a fully formed sentence (in contrast, see category 14). Examples are: “It’s all I can remember”; “There was a lion who wanted to drink.”

g.) Sentences with gerund clauses,

Clauses in this category contain a gerund (-ing verb form) as part of a noun clause. Clauses in which the gerund was used with the verbs *keep (on) [verbing]* and *go (on) [verbing]* were considered parallel to the progressive with the auxiliary *be* (as in, “And then the water keep running down”). Examples are: “There’s grandma riding”; “Look at the panda lying there.”

h.) Unmarked infinitive clauses,

Infinitive clauses in this category are not introduced by the infinitive particle *to* but otherwise are similar to the clauses in categories 2 and

5. Examples are: “That makes it stay up”; “And they helped her do stuff”; “Watch me go”; “Go eat.”

i.) Wh- infinitive clauses,

Clauses in this category are marked by both a wh-word and the infinitive particle to. Examples are: “Because she knows how to drive one”; “My mama told me how to do it.”

j.) Quotes as full clauses,

This category contains both direct and indirect quotes that consist of a full clause. Both categories of quotes (10 and 15) contain quotes introduced by the verb go, meaning say. Examples are: “And he said ‘What are you doing?’”; “And Josh says he’s too heavy”; “And my mom said ‘wait.’”

F. Synopsis of *Where Hope Grows* Movie

Mr. Campbell is a former professional baseball player sent to an early retirement due to his panic attacks at the plate. Even if he had all the talent for the big leagues, he struggles with the curveballs life has thrown him. Then, he mindlessly sleepwalks through his days and the challenge of raising his teenage daughter. His life is in a slow downward spiral when it is suddenly awakened and invigorated by the most unlikely person – Produce, a young-man with Down syndrome who works at the local grocery store.

Calvin slowly loses the chip on his shoulder as he begins to experience the world through Produce’s eyes. Faith, work, purpose and most importantly family,

blossom into Calvin's life as their friendship develops. The unlikely pair becomes intertwined giving Calvin's life new meaning and purpose, but unfortunately leads to tragedy due to single decision echoed from Calvin's past.

Produce is always cheery and happy, hardworking, and seeks to give hugs to those who really need it. It is kind of the ways he tries to be closer to other people. Calvin notices this special attitude and begins to hang out a bit with Produce. Produce begins to teach Calvin about being a better person. One night he forgets his Bible at Calvin's home and when he returns to get it he invites Calvin to church. Calvin doesn't accept right away, but Produce eventually gets Calvin and Katie to go to church with him. Despite Produce's influence, it takes Calvin admitting he has a drinking problem before he begins to finally lick his problem. When a tragic event occurs, it will take his perseverance and faith in God to hold on to his new-found sobriety.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter includes data findings and discussions based on the explanation of the prior chapters. Importantly, the findings are discussed to answer the research questions. Therefore, the findings are based on the result of the data analysis through Produce's utterances in verbal communication strategies as a Down Syndrome (DS). By using Van Borsel's (1996) theory for the phonological rules and Thordardottir (2002) as the stand of syntactical rules.

A. Research Findings

There are 10 data taken from Produce's utterances as a DS character in *Where Hope Grows* movie. The theory of verbal communication strategy defined as some parts. However, the researcher focuses on the two parts to be discussed, those are the phonological rules and the syntactical rules.

1. Phonological Rules

Conversation 1

Produce: A tomato is a fruit. | ə təmeɪ.təʊ ɪz ə fruɪt

Mr. Campbell: What'd you say? | wət'd ju seɪ?

Produce: A tomato is a fruit. | ə təmeɪ.təʊ ɪz ə fruɪt **(datum 1)**

Context

This conversation occurs in the afternoon at the grocery shop, it happens when Mr. Campbell does the shopping and unconsciously steps on a tomato in the corner of vegetables and fruits. Produce, the DS character who is being a shopkeeper there comes over and cleans the floor. While cleaning the floor, Produce explains to Mr. Campbell that tomatoes include in the part of fruit, not vegetables. Mr. Campbell seems not to get into the conversation and asks Produce to repeat his words, then Produce repeats it.

Analysis

The dialogue above focuses on the sentence that is spoken by Produce as the DS character and also as the subject of this research. It mentions that “**A tomato is a fruit**” which is transcribed as “ə dəmeɪ.tʊ ɪz ə frʊt”, the way how Produce says the word of “**tomato**” that it should sound as an aspirated voiceless stop because the “**T**” position is as initial or as the beginning of the word, nonetheless Produce says it de-aspirated and it sounds “**D**” likely than “**T**”.

Conversation 2

Produce: Would you like to have somebody to help you shop more? [wʊd ju laɪk hæv sʌm.bə.di tu help ju ʃɒp mɔː?]

Ms. Amy: Please help me shop. (datum 2)

Context

This conversation occurs in the afternoon at the grocery shop where Produce works. At this moment, Produce asks Ms. Amy as the customer to help her shopping more. Before, the scene in the movie shows that Ms. Amy is a customer that has known Produce's habit. It shows when Produce gives her a hug and she regards it as a way of being friendly.

Analysis

In the context of the sentence which shows that Produce offers Ms. Amy to help her “**Would you like to have somebody to help you shop more?**” transcribed as “**wʊd ju laɪk hæv sʌm.bə.di tu hep ju ʃɒp mɔː?**” He says the word “**help**” as “**hep**”. Referring to the phonological process, the case which is happened to Produce includes as cluster reduction. This phase has happened when a consonant cluster reduced into a single consonant. Ms. Amy understands what Produce means because he also takes her shopping cart to help her shopping.

Conversation 3

Produce: Hi, Mr. Campbell. How you doing this afternoon? [**hai. Mr.**

Campbell. haʊ ɑːr ju du.ɪŋ ðɪs æf.tənuːn?]

Mr. Campbell: I'm fine. How are you?

Produce: I'm doing good. Even when I'm doing bad, I'm doing good. [**aɪm**

du.ɪŋ ɡʊd. i.v ə n wen aɪm du.ɪŋ bæd, aɪm du.ɪŋ ɡʊː]

Mr. Campbell: Sounds pretty deep. (**datum 3**)

Context

This conversation happens in the afternoon when Mr. Campbell does a grocery shopping and steps up the corner of vegetables and fruits. Produce who is on his shift being a shopkeeper that moment sees Mr. Campbell and accosts him from his place, which is around the vegetables and fruits spot. Afterward, they get a longer conversation about Produce's work.

Analysis

The circumstance of conversation between Mr. Campbell and Produce through the sentence “**I’m doing good. Even when I’m doing bad, I’m doing good**” that is said by Produce transcribes as “**aim du.ɪŋ ɡʊd. i.v ə n wen aim du.ɪŋ bæd, aim du.ɪŋ ɡʊ:**” The first word of **good (ɡʊd)** sounds with full pronunciation, but the second good appears as **ɡʊ:**. The speaker here is Produce as DS omits the consonant of word-final.

Conversation 4

Produce: **Pick** up that melon. | pɪk ʌp ðæt mel.ən

Mr. Campbell: All right. | ɑ:l raɪt

Produce: They label all of these fruits and vegetables with some numbers on

them. But I know the number on the top of that melon. | ðeɪ ɛɪ.b ə l ɑ:l əv ðz

fru:ts ænd vedʒ.tə.bl wɪð sʌm nʌm. bə ən ðem. (**datum 4**)

Context

This dialogue happens in the afternoon at the grocery shop where Produce works. There is also Mr. Campbell who is being a loyal customer at the grocery shop. Once, Mr. Campbell told Produce that he was smart, Produce felt pleasant about it. Then he always wants to prove to Mr. Campbell that he is as smart as that Mr. Campbell thinks, such mentioned in the conversation above. Produce asks Mr. Campbell to take a melon and Produce explains that every single vegetable and fruit there is labeled by the different numbers. To prove that he is smart, he mentions the numbers from the vegetables and fruits which are taken by Mr. Campbell.

Analysis

At the sentence that is said by Produce **“Pick up that melon”** transcribed as **“bɪk ʌp ðæt mel.ən”**. The way how Produce says **pick** which it should be pronounced as aspirated voiceless stops because **“p”** is placed in an initial position, is **bɪk**. It makes aspirated voiceless stops turn into de-aspirated. Even the words are not pronounced clearly yet it can still be understood by Mr. Campbell. Due to at the moment, Produce wants to show the number of the fruits, so the fruits need to be picked first.

Conversation 5

Produce: What do you do for work? [wə:t du: jə du: fɔr wɜ:k?]

Mr. Campbell: Well, uh... I've done, I don't know, I've done a few things here and there. I used to play baseball.

Produce: Wow! Will you show me how? [Wow! wɪl ju: doʊ mɪ haʊ?]

Mr. Campbell: Well, you know, I haven't... whoa... I haven't played baseball in a long, long time, Produce.

Produce: I've always wanted to play baseball. [aɪv ə:lweɪz wɑn.tɪd tu pleɪ beɪs bɑ:l]

(datum 5)

Context

This conversation occurs in the afternoon at the grocery shop where Produce works. Particularly after Mr. Campbell and Produce walkout from the staff's room. Produce asks Mr. Campbell about his job, he answers that he had been a baseball player. Produce looks enthusiast and says that he has always wanted to play baseball while he is taking the broom and pretending as if it is a baseball bat.

Analysis

At this conversation, the last sentence that is said by Produce is “I've **always wanted to play baseball**” and transcribed as “aɪv ə:lweɪz wɑn.tɪd tu pleɪ beɪs bɑ:.. The word Baseball should be transcribed as **beɪs bɑ:l** but when it is said by Produce, it turns to transcribe as **beɪs bɑ:..** In the phonological terms, this case includes as the word-final consonants are omitted.

Conversation 6

Mr. Campbell: I used to play baseball. | aɪ juːst tu pleɪ beɪs.bɔːl.

Produce: Wow! Will you show me how? | [**Wow! wɪl juː doʊ mi haʊ?**] (datum

6)

Context

The talk above occurs at the grocery shop, Mr. Campbell comes there not to buy or shop something, he comes up to meet Produce personally and does some chit-chat. Produce asks what Mr. Campbell does and he answers that he used to play baseball. Produce seems so excited and he wants to Mr. Campbell show how the way he plays.

Analysis

The dialogue between Mr. Campbell and Produce shows the sentence of Produce's asking "Wow! Will you show me how?" which this sentence transcribes as **Wow! wɪl juː doʊ mi haʊ?** .Word show should be pronounced as *ʃəʊ* (commonly used in American English) or *ʃəʊ* (commonly used in British) while in the cases of Produce, it is mentioned as **doʊ**. This process, according to the phonological terms, shows that target fricatives are produced as stops.

Conversation 7

Produce: Did you drink that whole bottle? [dɪd ju drɪŋk ðæt hoʊl bɒtl̩] Mr.

Campbell: Not yet. (datum 9)

Context

This talk happens in the evening in the forest nearby the main street. On the way home, after Produce gets his church time, he sees Mr. Campbell's car parked at the roadside. Produce chooses to not go home, stop, and look for Mr. Campbell around because his car is left empty. Then he gets Mr. Campbell drunkenly bringing his bottle.

Analysis

The talk above, Produce asks Mr. Campbell that “**Did you drink that whole bottle?**” which is transcribed as **did ju drɪk ðæt hoʊl ba.tɪ?** The word drink ~~and~~ be transcribed as drɪŋk but based on the what Produce says, it is transcribed as drɪk.

Conversation 8

Produce: Well, to me, I think you're great. [wel, tu mi, ai θɪŋk ju ɹ geɪt] Mr.

Campbell: Well, of course you do! (**datum 10**)

Context

This conversation happens in the forest side of the street where Produce finds Mr. Campbell. Mr. Campbell does showing off that previously he was a great athlete. Then Produce regards that Mr. Campbell is a great person.

Analysis

The statement that has said by Produce through the sentence “Well, to me, I think you're great” is transcribed as **wel, tu mɪ, aɪ θɪŋk jʊr greɪt**. Nonetheless based on Produce saying is transcribed as **wel, tu mɪ, aɪ θɪk jʊr greɪt**. The word **think** which is transcribed as **θɪk** in Produce’ saying, he loses the **ŋ**, in the phonological rule that case includes in consonant clusters are produced as singleton consonants.

2. Syntactical Rules

Conversation 1

Produce: Would you like have somebody to help you shop more?

Ms. Amy: Please help me shop. (**datum 2**)

Context

This conversation occurs in the afternoon at the grocery shop where Produce works. At this moment, Produce asks Ms. Amy as the customer to help her with shopping more. Formerly scene in the movie shows that Ms. Amy is a customer that has known Produce’s habit. It shows when Produce gives her a hug and she regards it as a way of being friendly.

Analysis

The conversation above, specifically in the sentence that is said by Produce such “**Would you like (to) have somebody to help you shop more?**” which is as the complete and complex sentence, he loses the **to**. Therefore, this case constructs double verb in a sentence, those are like and have. Based on the syntactical rule it is included as simple infinitive clauses with equivalent subjects.

Conversation 2

Produce: Look at my watch. My mama told me... it all the whistles and all the bells.

Mr. Campbell: Yeah, well, I think your mama's right. It looks like it does. It's a beautiful timepiece, Produce.

Produce: Thank you. (datum 7)

Context

This dialogue happens on a Sunday morning in Mr. Campbell's house terrace. Before Produce goes to the church, he comes to take her bible back after he left it behind at Mr. Campbell's house the night before. Mr. Campbell gives his bible back as Produce tells Mr. Campbell about his watch that he uses and what his mom's said about it.

Analysis

At the sentence that is expressed by Produce above **My mama told me... it (has) all the whistles and all the bells** include in quotes as full clauses through the syntactical rules. However, by knowing what Produce has said, he misplaces the **has**, it makes that sentence loses the proper meaning as a quote as full clauses.

Conversation 3

Produce: Uh, do you want to church with me?

Mr. Campbell: No. (datum 8)

Context

This dialogue occurs on a Sunday morning in Mr. Campbell's house terrace. Before Produce goes to the church, he comes to take her bible back after he left it behind at Mr. Campbell's house the night before. As Mr. Campbell gives his bible back, Produce asks Mr. Campbell to go to church with him but Mr. Campbell refuses his offer.

Analysis

The sentence that is said by Produce **do you want (to come) to church with me?** included clauses with different subjects based on the syntactical rules. Since he misses to come and the sentence becomes **do you want to church with me?**

B. Discussion

In this discussion, the researcher explores the findings that have attached in the passage above. There are two research questions to be answered and explained, those are what are the communication strategies that are used by Down Syndrome (DS) in the *Where Hope Grows* movie and how does the DS character use the communication strategy. Depending on the theory that has been mentioned in chapter two.

Based on the data analysis that has been appended on top, the researcher finds that DS character uses the communication strategy that will be explained phonologically and syntactically as a limited scope. By identifying the data through phonological rules, the researcher discovers consonant clusters are produced as singleton consonants, word-final consonants are omitted; target fricatives and affricates are produced as stops, aspirated voiceless stops in initial position are de-aspirated within the analysis. While through the syntactical rules, there are some cases at simple infinitive clauses with an equivalent subject, quotes as full clauses, and infinitive clauses with different subjects.

1. Communication strategies used by DS character

a. Phonological Rules

The essentially the description of the systems and patterns of speech sounds in a language is known as phonology. Yule (2010) state “Phonology is concerned with

the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds” (p.42). Generally, word productions of children with Down syndrome have the same phonological characteristics as those of children with typical development. Particularly, stop, nasal and glide consonants tend to be produced accurately while fricatives, affricates, and liquids are often in error (Bleile & Schwarz, 1984). Phonological process analyses have also highlighted similarities between children with DS and those with typical development with the following patterns occurring frequently (Van Borsel, 1996; Cholmain, 1994; Dodd, 1976; Kumin, Councill & Goodman, 1994; Mackay & Hodson, 1982; B.L. Smith & Stoel-Gammon, 1983; Stoel-Gammon, 1980, 1981). Those are Consonant clusters are produced as singleton consonants; Word-final consonants are omitted; Target fricatives and affricates are produced as stops; Aspirated voiceless stops in initial position are deaspirated; Word-initial liquids are produced as glides and word-final liquids are produced as vowels or are omitted, and Word-final voiced obstruent are devoiced. Yet in this paper, the researcher finds consonant clusters are produced as singleton consonants, word-final consonants are omitted; target fricatives and affricates are produced as stops, and aspirated voiceless stops in initial position are de-aspirated.

a. Consonant clusters are produced as a singleton

In the context of the sentence which shows that Produce offers Ms. Amy to help her “**Would you like to have somebody to help you shop more?**” transcribed as “**wɒd ju laɪk hæv sʌm.bə.di tu hep ju ʃɒp mɔː?**” He says the word “**help**” as

“hep”. Referring to the phonological process, the case which is happened to Produce includes as cluster reduction. As Van Borsel (1996) this phase happens when a consonant cluster reduced into a single consonant (Gammon, 2001, p.4). **(datum 2)**

The talk above, Produce asks Mr. Campbell that **“Did you drink that whole bottle?”** which is transcribed as **did ju drɪk ðæt hool ba.tl̩**? The word **drink** ~~shd~~ be transcribed as **drɪŋk** but based on what Produce says, it is transcribed as **drɪk**. He misses the **ŋ**. As Van Borsel (1996) this phase happens when a consonant cluster reduced into a single consonant (Gammon, 2001, p.4) **(datum 9)**

The statement that has said by Produce through the sentence **“Well, to me, I think you're great”** is transcribed as **wel, tu mi, ai θɪŋk juː greɪt**. Nonetheless based on Produce saying is transcribed as **wel, tu mi, ai θɪk juː greɪt**. The word **think** which is transcribed as **θɪk** in Produce' saying, he loses the **ŋ**, as Van Borsel (1996) this phase happens when a consonant cluster reduced into a single consonant (Gammon, 2001, p.4). **(datum 10)**

b. Word final consonants are omitted

The circumstance of conversation between Mr. Campbell and Produce through the sentence **“I'm doing good. Even when I'm doing bad, I'm doing good.”** The bold sentence transcribes as **“aɪm du.ɪŋ gʊd. i.v ə n wen aɪm du.ɪŋ bəd aɪm du.ɪŋ goː”** The first word of **good (gʊd)** happens with full pronunciation, but

the second **good** appears as **gʊ:**, the speaker omits the consonant of word-final.

(datum 3)

At this conversation, the last sentence that is said by Produce is **“I’ve always wanted to play baseball”** and transcribed as **“aɪv ə:lweɪz wʌn.ɪd tu plɛɪ beɪs bɔ:l”**. The word Baseball should be transcribed as **beɪs bɔ:l** but when it is said by Produce, it turns to transcribe as **beɪs bɔ:.** In the phonological terms, this case includes as the word-final consonants are omitted. **(datum 5)**

c. Target fricatives and affricates are produced as stops

The dialogue between Mr. Campbell and Produce shows the sentence of Produce’s asking **“Wow! Will you show me how?”** which this sentence transcribes as **Wow! wɪl ju: doʊ mi haʊ?** .Word show should be pronounced as **ʃʊ** (commonly used in American English) or **ʃəʊ** (commonly used in British) while in the cases of Produce, it is mentioned as **doʊ**. This process shows that target fricatives are produced as stops. **(datum 6)**

d. Aspirated voiceless stops in initial position are deaspirated

The dialogue above focuses on the sentence that is spoken by Produce as the DS character and also as the subject of this research. It mentions that **“A tomato is a fruit”** which is transcribed as **“ə dəmeɪ.təʊ ɪz ə frʊt”**, the way how Produce says the word of **“tomato”** that it should sound as an aspirated voiceless stop because the **“T”** position is as initial or as the beginning of the word, nonetheless Produce says it de- aspirated and it sounds **“D”** likely than **“T”**. **(datum 1)**

At the sentence that is said by Produce “**Pick up that melon**” transcribed as “**bɪk ʌp ðæt mel.ən**”. The way how Produce says **pick** which it should be pronounced as aspirated voiceless stops because “**p**” is placed in an initial position, is **bɪk**. It makes aspirated voiceless stops turn into de-aspirated. (datum 4)

b. Syntactical Rules

The study of the arrangement of words and punctuation in a sentence is known by syntax. The syntax is also the combination of words into phrases and sentences. It includes word inflections (“s” in “cars” to mark plurality), parts of speech (e.g., noun, adjective, verb), word order, and sentence constituents (e.g., noun phrase, verb phrase). Compared with vocabulary, the syntax is a particular weakness for individuals with Down syndrome. Children with Down syndrome are generally delayed in transitioning from 1- to 2-word speech (Iverson et al., 2003).

The syntax is a particular weakness for individuals with DS with expressive syntax being more delayed than receptive (Roberts et al., 2007). The emergence of two-word combinations is delayed in young children with DS and children and adolescents with DS continue to produce shorter and less complex utterances than typically developing children. Grammatical morphology is particularly impaired in DS especially in the expressive domain. Importantly, contrary to what was previously believed that little progress is made in the syntactic development in DS after the age of 10 or 12 years of age, adolescents with DS do not reach a “syntactic ceiling” but

continue to advance in syntactic complexity through at least 20 years of age (Roberts et al., 2007).

The specific syntactic structures used by adolescents with Down syndrome was conducted by Thordardottir et al. (2002). The sentences in these samples were examined for ten specific syntactic constructions which would classify the sentence as complex. These constructions were the following:

Conjoined sentences: Sentences in this category have two or more full clauses, containing, minimally, a subject and a verb within a single utterance. Conjunction such as and, but, so, before, or after may or may not be used to join the clauses. Clauses that were juxtaposed without an intonation boundary were coded as conjoined unless their content precluded such interpretation. Examples are: "Here's you and here's Jenny"; "And there's a big crack on the floor and water's coming up from it."

Simple infinitive clauses with equivalent subjects: These are clauses marked by the infinitive particle to, in which the subject is the same as that of the main clause. Catenatives (transcribed as gonna, wanna, hafta, sposta, liketa, and trynta) were considered to be semi auxiliary forms and so clauses including them were not part of this category. However, the fully pronounced versions (e.g., going to, have to) were included. Taking into consideration local dialect, the construction try and [verb] was regarded as a variant of the more standard form, try to [verb]. Certain syntactically ambiguous forms were not counted as infinitive clauses because they seemed to operate as prepositional phrases (e.g., go to sleep, which was considered parallel to go to bed).

Examples are: "And cookie monster tried to get one from somebody too"; "I like to see Mr. Spock."

Full propositional complements: These are complete clauses that may or may not be introduced by *that* and *that* occupy a complement position in a sentence. This category does not include clauses introduced by a *wh*-word. Direct and indirect quotes were not included in this category (see category 12). Examples are: "Bridget thought that they were swimming pools"; "I'm pretending these are from this year."

Simple non-infinitive *wh*- clauses: These are clauses that are introduced by a *wh*- word (e.g., *when*, *what*, *where*, *why*, *how*, *if*, or *like*), do not contain the infinitive particle *to*, and fill an obligatory spot in the main clause. Examples are: "I don't know what it's about"; "Looks like it still sank"; "That was when I was a little girl."

Infinitive clauses with different subjects: These are clauses marked by the infinitive particle *to*, in which the subject is different from that of the main clause. In other respects, these clauses are like those in category 2. Examples are: "Tell Scott to bring me over to the park"; "I want you to hold Mr. Bear"; "His mom told him to put them back."

Sentences with relative clauses: Relative clauses modify a noun. They may or may not be introduced by a relative pronoun (such as *which*, *who*, or *that*). Relative clauses were included in this category only if they were part of a fully-formed sentence (in contrast, see category 14). Examples are: "It's all I can remember"; "There was a lion who wanted to drink."

Sentences with gerund clauses: Clauses in this category contain a gerund (-ing verb form) as part of a noun clause. Clauses in which the gerund was used with the verbs keep (on) [verbing] and go (on) [verbing] were considered parallel to the progressive with the auxiliary be (as in, “And then the water keep running down”). Examples are: “There’s grandma riding”; “Look at the panda lying there.”

Unmarked infinitive clauses: Infinitive clauses in this category are not introduced by the infinitive particle to but otherwise are similar to the clauses in categories 2 and 5. Examples are: “That makes it stay up”; “And they helped her do stuff”; “Watch me go”; “Go eat.”

Wh- infinitive clauses: Clauses in this category are marked by both a wh-word and the infinitive particle to. Examples are: “Because she knows how to drive one”; “My mama told me how to do it.”

Quotes as full clauses: This category contains both direct and indirect quotes that consist of a full clause. Both categories of quotes (10 and 15) contain quotes introduced by the verb go, meaning says. Examples are: "And he said 'What are you doing?'"; "And Josh says he's too heavy"; "And my mom said 'wait.'"

a. Simple infinitive clauses with equivalent subjects

The conversation above, specifically in the sentence that is said by Produce such “**Would you like (to) have somebody to help you shop more?**” which is as the complete and complex sentence, he loses the **to**. Therefore, this case constructs

double verb in a sentence, those are like and have. Based on the syntactical rule it is included as simple infinitive clauses with equivalent subjects. **(datum 2)**

b. Infinitive clauses with different subjects

The sentence that is said by Produce **do you want (to come) to church with me?** included clauses with different subjects based on the syntactical rules. Since he misses the to come and the sentence becomes **do you want to church with me?** **(datum 8)**

c. Quotes as full clauses

At the sentence that is expressed by Produce above **My mama told me... it (has) all the whistles and all the bells** includes in quotes as full clauses through the syntactical rules. However, by knowing what Produce has said, he misplace the **has**, it makes that sentence loses the proper meaning as a quote as full clauses. **(datum 7)**

c. The way DS character express the communication strategies

Communication is simply the act of transferring information from one place to another. Although this is a simple definition, the way of subject communication becomes a lot more complex. Based on Keyton (2011) communication can be defined as the process of transmitting information and common understanding from one person to another. The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication. There are various categories of communication and more than one may occur at any time. The different

categories of communication include non-verbal communication and verbal communication.

Nevertheless, in this study, the researcher examines the verbal communication in which verbal communication is thus a process by which meaning is assigned and conveyed in spoken and written form to create shared understanding. Bateson (1972) called it the replication of tautologies in the universe. This process, which requires a vast repertory of skills in interpersonal processing, listening, observing, speaking, questioning, analyzing, gestures, and evaluating enables collaboration and cooperation. Despite the divergence of comprehension and production skills, language learning continues in both processes for older adolescents and young adults (Chapman et al., 1991;1998). In particular, language production skills do not stop with the onset of adolescence or plateau with simple sentence structure, as studies with small numbers have suggested (Fowler, Gelman & Gleitman, 1994). The view that language development plateaued arose both because of the wide individual differences in adolescents' rate of progress in expressive language, and because language samples did not always include the narrative tasks that reveal higher levels of complex sentence construction (Chapman, 1999; Chapman, et al., 1998)

Acknowledging the theory above, Produce as the DS character in this research, mostly uses the gestures and inserts the expressive language in every sentence he says.

CHAPTER IV

CONCLUSION AND SUGGESTION

Subsequently, by providing the research findings that have been examined and analyzed above, researcher makes the conclusion and gives the suggestion to the reader or for further researchers who have the concern to the similar field of the study and take the comparable case such what has been explained above.

A. Conclusion

Discovering from this research, can be found that the conclusion is relevant alongside with the finding through examining the phase of statement of the problem, the result of the analysis, and the discussion of the finding.

Produce, as the Down Syndrome (DS) character in “Where Hope Grows” movie has some problem in communication and producing appropriate sentence. From the data that are taken from Produce’s utterances in Where Hope Grows movie, the researcher finds some kind the way how the DS communicates. Those findings are divided both in syntax and phonology, as some of the communication strategies. However, as Produce is a DS, he mostly uses the gestures to express his language thoroughly.

a) Consonant clusters are produced as singleton

Referring to phonological process, the case which is happened to Produce includes as cluster reduction. As Van Borsel (1996) this phase is happened when a

consonant cluster reduced into a single consonant (Gammon, 2001, p.4) It is shown when he says the word **“help”** as **“hep”**. Another discovery is the word **drink**, which it should be transcribed as **drɪŋk** but based on what Produce says, it is transcribed as **drɪk**. He misses the **ŋ**. The last is the word **think** which is transcribed as **θɪk** in Produce’ saying, he loses the **ŋ** similarly.

b) Word final consonants are omitted

The another finding describes that the word **good** appears as **gʊ:**, Produce, as the speaker omits the consonant of word-final. Moreover, the word **Baseball** which should be transcribed as **beɪs bɑ:l** but when it is said by Produce, it turns to transcribe as **beɪs bɑ:**

c) Target fricatives and affricates are produced as stops

Another word **show** should be pronounce as **ʃʊ** (commonly used in American English) or **ʃəʊ** (commonly used in British) while in the cases of Produce, it is mentioned as **doʊ**. This process shows that target fricatives is produced as stops.

d) Aspirated voiceless stops in initial position are deaspirated

Additionally, the way how Produce, as the speaker says the word of **“tomato”** that it should sound as aspirated voiceless stop because the **“T”** position is as initial or as beginning of the word, nonetheless Produce says it de-aspirated and it sounds **“D”** likely than **“T”**. besides, he also says **pick** which it should be pronounce as aspirated voiceless stops because **“p”** is placed in initial position, is **bk**. It makes aspirated voiceless stops turns into de-aspirated.

Furthermore, researcher also examines the communication strategies which is used by the DS character phonologically.

e) Simple infinitive clauses with equivalent subjects

The sentence that is said by Produce such “**Would you like (to) have somebody to help you shop more?**” which is as the complete and complex sentence, he loses the **to**. Therefore, this case constructs double verb in a sentence, those are like and have.

f) Infinitive clauses with different subjects

The other sentence that is said by Produce **do you want (to come) to church with me?** included as clauses with different subjects based on the syntactical rules. Since he misses the **to come** and the sentence becomes **do you want to church with me?**

g) Quotes as full clauses

The last, sentence that is expressed by Produce above **My mama told me... it (has) all the whistles and all the bells**, includes in quotes as full clauses through the syntactical rules. However by knowing what Produce has said, he misplace the **has**, it makes that sentence loses the proper meaning as a quote as full clauses.

The way how Produce communicates, as the DS character in the movie also as the speaker, frequently adding by the gestures and expression.

B. Suggestion

This research uses the Thordardottir (2002) as the syntactical terms theory and Van Borsel (1996) as the phonological terms theory, both are in the field of Down Syndrome cases. As commonly known the difficulties in exploring through the DS speaking, researcher suggests to the further researchers who take the similar field of the study to more carefully in listening and understanding what the DS saying.

Second, of the researcher's suggestions to the further researchers who concern to the same field, is to carry this study to the real conversation or dialogue of the DS impromptu or spontaneously. Since knowing this study is taken from movie named Where Hope Grows. The next researchers also can apply the same theory through another movie which has the same circumstance.

The last suggestion is, further researchers can examine more phonologically terms in DS through the word-initial liquids are produced as glides and word-final liquids are produced as vowels or are omitted; and word-final voiced obstruent are devoiced. Meanwhile in syntactical terms there are conjoined sentences, full propositional complements, simple non-infinitive wh- clauses, sentences with relative clauses, sentences with gerund clauses, unmarked infinitive clauses and wh- infinitive clauses.

Appendix Phonological Rules			
No	Datum	Conversation	Category
1.	1	Produce: A tomato is a fruit. ə təmeɪ.tʊ ɪz ə frut Mr. Campbell: What'd you say? wət'd jə seɪ? Produce: A tomato is a fruit. ə təmeɪ.tʊ ɪz ə frut	Phonological Rule: Aspirated voiceless stops in initial position are de-aspirated
2.	2	Produce: Would you like to have somebody to help you shop more? [wʊd ju laɪk hæv sʌm.bə.di tu hep ju ʃɒp mɔːr?] Ms. Amy: Please help me shop.	Phonological Rule: Consonant clusters are produced as singleton consonants Syntactical Rule: Simple infinitive clauses with equivalent subjects
3.	3	Produce: Hi, Mr. Campbell. How you doing this afternoon? [haɪ. Mr. Campbell. haʊ aːr jʊ du.ɪŋ ðɪs æf.tənuːn?]	Phonological Rule: Word-final consonants are omitted

		<p>Mr. Campbell: I'm fine. How are you?</p> <p>Produce: I'm doing good. Even when I'm doing bad, I'm doing good. [aɪm du.ɪŋ ɡʊd i.v ə n wen aɪm du.ɪŋ bæd, aɪm du.ɪŋ ɡʊd]</p> <p>Mr. Campbell: Sounds pretty deep.</p>	
4.	4	<p>Produce: Pick up that melon. pɪk ʌp ðæt mel.ən</p> <p>Mr. Campbell: All right. ɑ:l raɪt</p> <p>Produce: They label all of these fruits and vegetables with some numbers on them. But I know the number on the top of that melon. ðeɪ eɪ.b ə l ɑ:l əv ðɪz fru:t s ænd vedʒ.tə.bl wɪð sʌm nʌm.bə ən ðem.</p>	<p>Phonological Rule:</p> <p>Aspirated voiceless stops in initial position are de-aspirated</p>
5.	5	<p>Produce: What do you do for work? [wɑ:t du: jʊ du: fɔr wɜ:k?]</p> <p>Mr. Campbell: Well, uh... I've done, I don't know, I've done a few things here and there. I used to play baseball.</p>	<p>Phonological Rule:</p> <p>Word-final consonants are omitted</p>

		<p>Produce: Wow! Will you show me how?</p> <p>[Wow! wɪl ju: doʊ mi haoʔ]</p> <p>Mr. Campbell: Well, you know, I haven't... whoa... I haven't played baseball in a long, long time, Produce.</p> <p>Produce: I've always wanted to play baseball. [aɪv ə:lweɪz wʌn.ɪd tu plɛɪ bæ bɑ:]</p>	
6.	6	<p>Mr. Campbell: I used to play baseball. aɪ ju:st tu plɛɪ beɪs.bɔl.</p> <p>Produce: Wow! Will you show me how? [Wow! wɪl ju: doʊ mi haoʔ]</p>	<p>Phonological Rule:</p> <p>Target fricatives and affricates are produced as stops</p>
7.	7	<p>My mama told me... it has all the whistles and all the bells.</p>	<p>Syntactical Rule:</p> <p>Quotes as full clauses</p>
8.	8	<p>Uh, do you want to come to church with me?</p>	<p>Syntactical Rule:</p> <p>Infinitive clauses with different subjects</p>
9.	9	<p>Produce: Did you drink that whole bottle?</p> <p>[dɪd ju drɪŋk ðæt hoʊl bɑt.l?]</p> <p>Mr. Campbell: Not yet.</p>	<p>Phonological Rule:</p> <p>Consonant clusters are produced as singleton consonants</p>

10.	10	<p>Produce: Well, to me, I think you're great.</p> <p>[wel, tu mi, ai θɪŋk jər greɪt]</p> <p>Mr. Campbell: Well, of course you do!</p>	<p>Phonological Rule:</p> <p>Consonant clusters are produced as singleton consonants</p>
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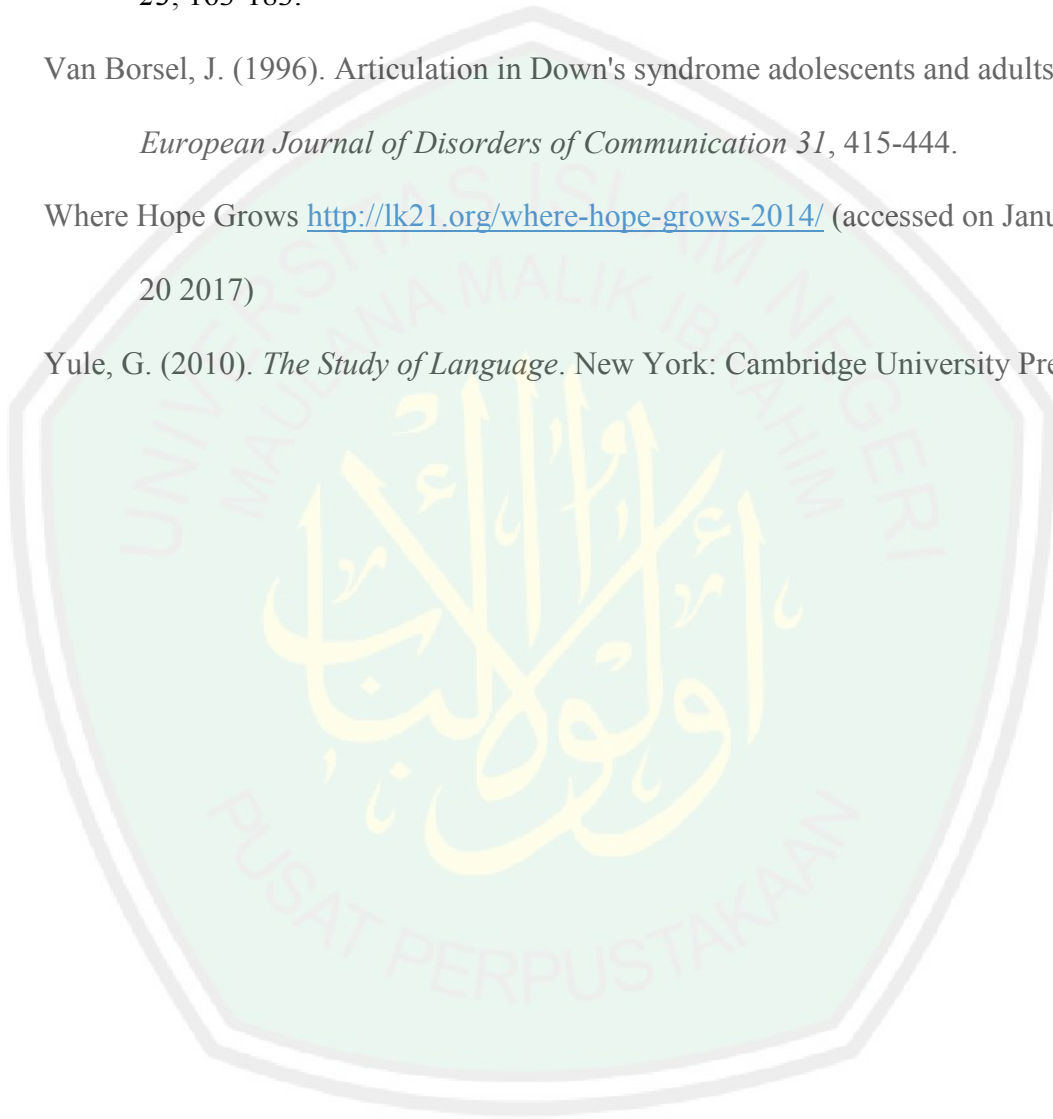
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CURRICULUM VITAE



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