

CHAPTER I

INTRODUCTION

A. Background of the Study

Every human being has social needs since they were born. One of social needs they have is communication. Both an adult and a baby need communication to express their opinion and also to show their want. The way to communicate between an infant and an adult is different. Infant mostly use simple construction than an adult. “Infants have very limited knowledge on the structure and function of the language adults use to communicate with each other” (Fauziati, 2011: 114). This phenomenon gives a problem for adult. Adults here can be parents, brother, sister, a babysitter, teacher, and another caretakers.

As a centre of children’s speech environment, adults usually modify their language in order to make it easily to be understood by the infants. Snow and Ferguson (1977: 31) said that “speech to infants in our society is marked by slow rate, exaggerated intonation, high fundamental frequency, many repetitions, simple syntax, and a simple and concrete vocabulary”. Adults as a caretaker speak in very simple sentence to infants and frequently use a lot of repetition. Besides, they speak about here and now. Adults tend to speak more slowly and use many pauses to make sure the infants understand their goal.

According to Clark and Clark (Fauziati, 2011: 115), adult’s speech to infants is influenced by three factors.

First, Adults have to make sure that children realize a speech is being addressed to them. Usually they use a name, special tone of

voice, or by touching them. Second, when they have the children's attention, they must choose the right words and the right sentences to make the children easily understand them. Third, they say what they have to say in many different ways.

Caretaker speech is a sort of speech that children receive when they are still young (Fauziati, 2011: 114). In other words, caretaker speech is a speech by adults to children. Caretaker speech exists in one form or another in all societies studied, but it is not uniform from society to society. Bernstein, Ratner and Pye (1984: 516) said "that child-directed speech, or caretaker speech, has some features that differ in each society". Yule (2006: 150) argues that "caretaker speech (also called caregiver speech or motherese) is the characteristically simplified speech style adopted by someone who spends a lot of time interacting with a young child". An adult who is there for the most of a young child's waking hours is a good source of information about which words the child knows (Bloomer, Griffiths, and Merrison, 2005: 320).

In line with the background above, caretaker speech is also used by teachers of young learners to make their students easily understand what they mean. Besides, caretaker speech can help a teacher to provide care and instruction for children. Nunan (2005: 2) said that "as a teacher of young learners, we must be aware of children's basic physical and psychological needs". Teachers of young learners should provide the care necessary to meet these needs so that they can thrive and focus on learning.

Although children understand what an adult's mean or what a teacher's mean, they also should know what the construction is. Children – in this case is learners

– should understand the form of the language they are studied. Harmer (1998: 56)

stated that:

As well as hearing or seeing – and understanding what it means – students need to know how it is constructed, how the bits fit together. Whether the teacher gives them this information or whether they work it out for themselves, they need to comprehend the constituent sounds, syllables, words, and phrases of the new language (Harmer, 1998: 56).

In addition to understanding the structure of each utterance, we also should know the meaning contained in that utterances. Communication – in this case conversation between two or more people – depends on not only recognizing the meaning of words in an utterance, but recognizing what speakers mean by their utterances. According to Halliday (1977: 19–20), there are seven types of language functions. They are instrumental function, personal function, interactional function, regulatory function, representational function, heuristic function, and imaginative function. Each function has its own purpose, and this function usually used by the caretakers to understand what children’s think about language, so that they can modify their language when talk to the children.

Yule (2006: 112) stated that the study of what speakers mean or ‘speaker meaning’ is called pragmatics. Pragmatics includes a lot of study; one of them is speech act. Speech act is a type of some ‘action’ performed by the speaker with the utterance. We can use the terms of speech act to describe actions such as “requesting”, “commanding”, “apologizing”, “informing”, etc (Yule, 2006: 118).

The following are the example of the data that the writer found in the caretaker’s utterance when talk to the children. The first utterance is produced by mother:

(1) *Stop shouting!*

Mother : No fighting in the best parlor!
 Vincent : Lemon drop.
 Megsie : That's very naughty of you.
 Mother : Get off the furniture! Vincent, off, off, off!! Get off
 thefurniture!
 All Children : You're on the furniture!
 Mother : **Stop shouting!**
 Vincent : We're not shouting. You're shouting.

This utterance is produced by mother Isabel. She asks her children to get off from the couch. The children even denied their mother by shouting at her. Then she asks her children to stop shouting to her. So this sentence is closely included as imperative sentence because it expresses a command and has function as regulatory function because it controls children's behavior.

(2) *I am Nanny McPhee.*

Nanny McPhee: Please, may I have your attention?
 Celia and Cyril: Ow! Ow!
 Nanny McPhee: **I am Nanny McPhee.**
 Please, listen carefully.
 You are all to stop what you are doing and go upstairs
 to bed.
 Norman : You look like a banana!
 Cyril : You look like an unraveled toilet roll.

This utterance is produced by Nanny McPhee. She wants to introduce herself to the children at the first time. She introduces who she is. She is a nanny and she will stay at their home to take care and control their behavior. So this sentence is closely included as simple sentence because it just has one subject and one predicate. The function of this sentence is personal function because it expresses a personality of someone.

From that example, the writer wants to know the function of language that Nanny McPhee and another caretaker used clearly and deeply, especially in the use of speech act. So the writer can conclude the message delivered by the

caretakers. Besides, the writer also wants to know the form of the language that the caretakers used in this movie.

The writer is interesting in studying the language form and language function that produces by the caretakers clearly in this movie because it concern with the meaning of each utterance. Another reason is because the result of this research can help the teachers, especially teacher of young learners, to understand what are the children's imagine about language, so teachers can modify their language when talk to their learners. Furthermore, the teachers can be easily to teach language to their learners.

Nanny McPhee and the Big Bang is an American movie that released in 2010. The movie is released in the United States and Canada. Nanny McPhee and the Big Bang is a sequel from Nanny McPhee film that released in 2005. This movie is based on Christianna Brand's Nurse Matilda books and adapted by Emma Thompson who also starring this movie as Nanny McPhee. This movie is starring with a famous actress in that time such Emma Thompson, Rhys Ifans, Maggie Gyllenhaal, Asa Butterfield, Ewan McGregor, Maggie Smith, Bill Bailey and Katy Brand.

The writer gives the title of this research: LANGUAGE FORM AND FUNCTION USED BY THE CARETAKERS FOUND IN NANNY MCPHEE AND THE BIG BANG MOVIE.

B. Limitation of the Study

In this research, the writer focuses on language form and language function including the utterances produce by the caretakers as the data and *Nanny*

McPhee and the Big Bang movie as the data source. In the language form, the writer only focuses on the word, phrase, and the sentence produced by the caretaker. The writer chooses this movie because there are many utterances produced by the caretakers that can be used as the data.

C. Problem Statement

The following is the problem statement of this research:

What are the language form and function used by the caretakers found in *Nanny McPhee and the Big Bang* movie?

Based on this research problem, the writer raises some subsidiary research question as follows:

1. What are the types of language form found in *Nanny McPhee and the Big Bang* movie.
2. What are the types of language function found in *Nanny McPhee and the Big Bang* movie.

D. Objective of the Study

Based on the problem statement above, the writer formulates the objective of the study as follows:

1. To describe the types of language form found in *Nanny McPhee and the Big Bang* movie.
2. To describe the types of language function found in *Nanny McPhee and the Big Bang* movie.

E. Benefit of the Study

1. Theoretical Benefit

The writer hopes this research can give new information and contribution in field of linguistic and education especially in teaching English for young learners (TEYL) and also this research can enrich the knowledge about caretaker speech.

2. Practical Benefit

- a. For lecturers and teachers, the writer expects this research can be used as a reference in transferring to their students about caretaker speech.
- b. For other researchers, the writer wishes this research can be used as a reference to the next research.

F. Research Paper Organization

The research paper organization of this study is explained in order the reader can understand the content of the paper easier. They are as follows:

Chapter I is introduction which consists of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related to literature which includes previous study, and underlying theory. It covers theoretical frameworks. They are notion of caretaker speech; characteristic of caretaker speech; function of caretaker speech; type of language form; and the last is type of language function.

Chapter III is research method which deals with type of the research, subject of the research, object of the research, data and data source, method of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion. The research finding will be elaborated to describe types of language form, and describe types of language function found in *Nanny McPhee* and *The Big Bang* movie.

Chapter V is conclusion and suggestion. In addition the last part will be bibliography, virtual references, and appendix.