

CHAPTER I

INTRODUCTION

This chapter consists of the background of study, the research problems, objectives of study, benefits of study, and definition of terms.

A. Background of the Study

Language is usually given from adults to children. Parents are usually charmed by their infant's development from being stranded to being free (e.g. swarming, walking, running, drinking and eating by him/her, etc.). However, the most predictable instant for a mother usually 'the first words' uttered by the child. Like most these children do, language interests the highest attention when it is wrong. According to Ma. ET. ALL, (2011:209), Infant-directed speech (IDS), compared with adult-directed speech (ADS), is characterized by a slower rate, a higher fundamental frequency, greater pitch variations, longer pauses, repetitive intonational structures, and shorter sentences.

Children usually study to concept language from those around them. Until about the age three, children incline to study to grow their language by modeling the speech of their parents, but from that time on, peers have cumulative effect as models for language development in children. It is easy to detect that, when adults and older children interrelate with younger children, they incline to change their language to develop communication with younger children, and this changed/modified language is called caretaker speech. Moreover Adult across

cultures speak to infants in a specific infant-directed manner. Adena, Hannon, E. Erin. (2011:19).

Caretaker Speech is a speech style a lot used by adults and big children when talking to infants or young children and “mother” speech was simpler and more redundant than their normal speech Snow (in Philip, Juliet. R, 1973:182) and is branded by shortened sentences, easy grammar, controlled vocabulary, slow speech with many repetitions, little and reduplicative words, such as *doggy*, elevated pitch and exaggerated pitch variation, and many utterances ending in questions with a rising tone (*some more?, go walked?*). Also called *CDS or child directed speech, motherless* (untruthfully, because it is not limited to mothers) and *BT or baby talk* (confusingly, because it is used by adults).

According to Fauziati (2011:114), caretaker speech is a category of speech that children obtain when they are still very young. Caretaker speech is also often stated to as motherless, caregiver speech, adult to child language (ACL) and child directed speech (CDS). The characteristically simplified speech style adopted by someone who spends a lot of time interacting with a young child is called *caregiver speech*. George, (1998:150).

According Fernald (in Schachner, Adena, Hannon, E. Erin, 2011:19) states that An adult’s style of interaction upon meeting an infant could serve as an accurate cue for selection of appropriate social partners.

According to Fauziati, (2011: 114), caretaker speech is a sort of speech that children receive when they are still very young. Caretaker speech is also

often referred to as motherese, caregiver speech, adult to child language (ACL) and child directed speech (CDS). In this CDS, 'motherese' Ferguson (in Dominey, 2004:123) or 'parentese', the segmental structure is deformed in favor of the exaggerated prosodic structure, yielding the highly musical properties of this 'sing-song' language form. Fernald, Papousek and Papousek (in Dominey, 2004:123).

According to Fauziati (2011: 116) caretaker speech tends to use short sentence and simple structure; the vocabulary used is simple and restricted; some words are phonologically simplified by the duplication of syllable; and generally use a slower tempo and repeat or rephrase what the children say. Mother is characterized by short utterances, repetition, high rates of imperatives and interrogatives. Herrera, Shepherd and Reissland (2003:30).

Caretaker speech can be also used by teachers in preschool and kindergarten to speak with the children. During the preschool period language gains flexibility until the child has many options of style, manner, and grammatical form that she/he can use for his/her own purpose. Formal schooling usually brings the first demands on the consciousness of language as the child learns to read and write.

Caretaker speech can also find in *the Finck Family in Nanny 911 Reality Show Episode 1*. *Nanny 911* come from the television program *Little Angels Reality Show*, in which American families with uncontrollable children are changed by British Nannies, with one who served for the regal family. Some

plans used by Nanny 911 observes the family subtleties in order to control a suitable plan of action for changing the kids' behavior, and then discussing what needs to be done. The residue of the week shows the plan being implemented, along with the parents' reactions (which can be quite negative, especially when the Nanny mentions how the parents' actions have caused in the problem). At the end of the week, the Nanny generally compliments the family for the changed behavior. The last part shows the family receiving a considerable skill from the Nanny such as a new home.

After watching *Nanny 911 Reality Show*, the writer is inquisitive to observe the caretaker speech in *Nanny 911 Reality Show* because the adult's speech used by caretaker to children in this video very attract to dig which the language is simply, use the low intonation and children's interaction with adults gives children a possibility to get information from the adults about the form, the syntax, the semantics, and the pragmatic functions of particular linguistic items. Clark (in Salehuddin, 2012:81), so the writer interested to observe this video and writes research entitled *the Nature of Caretaker Speech in Disciplining Found in the Finck Family in Nanny 911 Reality Show Episode 1 and Its Implication English Teaching to Young Learners*.

B. Research Problems

The main problem of this research is "*the Nature of Caretaker Speech in Disciplining Found in The Finck Family in Nanny 911 Reality Show Episode 1 and*

Its Implication in English Teaching to Young Learners. Thus, from the main problems the writer raises some lesser research questions as follow:

1. What are the types of language forms of the caretaker speech in *the Finck Family in Nanny 911 Reality Show Episode 1*?
2. What are the types of language functions of the caretaker speech in *the Finck Family in Nanny 911 Reality Show Episode 1*?
3. What are the messages of the caretaker speech in *the Finck Family in Nanny 911 Reality Show Episode 1*?
4. How are the implications of the caretaker speech found in *the Finck Family in Nanny 911 Reality Show Episode 1 in English Teaching to Young Learners*?

C. Objectives of the Study

The general goal of this study is to analyze *the Nature of Caretaker Speech in Disciplining Found in the Finck Family in Nanny 911 Reality Show Episode 1 and Its Implication in English Teaching to Young Learners*.

The specific goals of this study are as follows:

1. To analyze the type of language forms of the caretaker speech in *the Finck Family in Nanny 911 Reality the Fink Show Episode 1*.
2. To analyze the type of language functions of the caretaker speech in *the Finck Family in Nanny 911 Reality Show Episode 1*.
3. To find the messages of the caretaker speech in *the Finck Family in Nanny 911 Reality Show Episode 1*.

4. To analyze the implications of caretaker speech found in *the Finck Family in Nanny 911 Reality Show Episode 1 in English Teaching to Young Learners*.

D. Benefits of the Study

The writer hopes in her research on caretaker speech can give some benefits in her research.

1. Theoretically

This research may give feedbacks how to speak with children using easier language.

2. Practically

This research can be used as sources for the teachers of young learners to understand the nature of caretaker speech used in teaching young learners.

E. Definition of Term

1. A caretaker is someone who spends a lot of time interacting with a young child (Yule, 1985: 177).
2. Caretaker Speech is the characteristically simplified speech style adopted by someone such as mom, dad, granny and grandpa (Yule, 1985: 28).
3. Caretaker speech is one of many natural functions that are used to stimulate young children to develop more rapidly (Yule, 1985: 150).
4. Language Function is purpose(s) for what a unit of language is used (Federick J Newmeyer 1998: 113). The functional uses of language

cannot be determined simply by studying the grammatical structure of sentences.