

**LANGUAGE FORM IN THE CARETAKER SPEECH FOUND IN  
NANNY 911 AND ITS IMPLICATION IN TEACHING ENGLISH  
FOR THE YOUNG LEARNERS**



**Submitted to the Department of Language Studies  
Graduate School of Universitas Muhammadiyah Surakarta  
in partial fulfilment of the requirements  
for the degree of Master of Education**

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GRADUATE SCHOOL  
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**2019**

**SUPERVISOR'S APPROVAL FORM**

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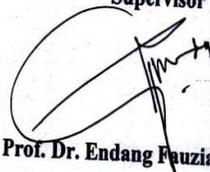
**PUBLICATION ARTICLE**

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Surakarta, ..26-2-2020

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The writer



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## LANGUAGE FORM FOUND IN THE CARETAKER SPEECH FOUND IN *NANNY 911* AND ITS IMPLICATION IN TEACHING ENGLISH FOR THE YOUNG LEARNERS

Knowing language form of the caretaker speech is needed by an English teacher. As it can be implemented in teaching English for the young learners. The caretaker speech can be found from many sources. One of them is from *Nanny 911* television show, the Finck Family episode. This study explores the language form found in the caretaker speech found in *Nanny 911*. The objectives of this research are to describe the language form of the caretaker speech, to know the frequency of used words, and to describe its relation to the implementation of teaching English for the young learners. This study applies qualitative research. The data source is *Nanny 911* from the ninth episode of *The Finck Family* consisted of four videos. The writer focuses on the speech used by caretakers addressed to the children as the data. In data collection techniques, this study employs documentation. To ensure data accuracy, the writer asked for helping from two English lecturers (expert judgement). The technique of data analysis is done inductively where data were analyzed descriptively. Then in analyzing the data, it uses data reduction, data display, and verification drawing. The results of this study are as follow. First, the language form, it can be seen from word, phrase, clause, and sentence. (1) For word, it is divided into noun, verb, adjective, and adverb. Based on the noun types, the caretaker speeches mostly use concrete and countable noun. According to its function, nouns are mostly as subject of the verb. It reaches 63%. For the noun form, there are only plural and inflectional form. The number of plural inflectional is more than possessive inflectional form. Based on verb types, the frequent of verb be and being is 56%. It is the most dominant one among the verb types. For adjective, there are determiner and descriptive adjective. Among the kinds of determiners, the use of article *the* is the most dominant one. Then the use of descriptive adjective, mainly it uses adjectives included into feeling category. For its adverb, it is dominated by the use of adverb of intensifying adverb. (2) For phrase, the use of verb phrase is the most dominant than other phrase. (3) For clause, there are only two dependent clauses. (4) For its sentence, declarative sentence is the most dominant. Second, the most frequency word is the use *you*. Its frequency is 8.6%. Third, the implication of the caretaker speech in teaching English for the young learners. Based on the data found, its relation to the English as follow: teacher can use repetition words to make the learners understand and respond what they said, teacher can apply now and here principles so that the materials can be reached by the learners, teacher should use concrete words rather than abstract words and talk in simple sentence. Besides, in teaching process, teacher is suggested to use fun method.

Key words: Caretaker speech, language form, and young learner.

### 1. INTRODUCTION

Communication is an important thing for human being. People need to communicate to each other in order to be able to interact and to fulfill their need. They talk, use gesture, write, use the sign, or use the combination of them to convey what they want to say. A good communication occurs when the speaker and the hearer communicate coherently. By doing so, people should notice the principles as with whom they talk to, what they should talk about, how they talk it, and when they should talk it.

This principle is also implemented by adults in talking to children. Children's communication ability is not as perfect as adults' yet. It is influenced by several factors as the oral organ, the vocabulary mastery, and the ability to make sentence(s) orderly that are not had by the children yet. For the younger children, their language ability are still in the stages of babbling (6 months old), one word or holophrastic stage (10-12 months old), two word stage (around the age of 18 to 24 months),

or telegraphic stage (around 25 months to 28 months old or so) (Fauziati.2009: 88-93). Children have less knowledge on the structure and function of language to communicate than adult. Children cannot be able yet to acquire the complexities of language easily. In accordance with the development of their chronological age, children's language will more develop. By doing so, when adults talk to children, they often make necessary adjustments to make sure that children understand what they say. They often have to modify their speech in order to be easily understood by children. Such speech is termed as caretaker speech that is speech addressed to the children. Caretakers can be parents, grandparents, nanny, or other adults living around the children.

Dealing with caretaker speech, research is done through analyzing the speech uttered by caretakers addressed to the children. The speech can be observed directly or indirectly. Directly means that it needs the writer's presence in the object of the study, for example the writer comes to a certain English speech family or English environment. Indirectly in the other hand, it does not need the writer's presence in the object of the study. Speech can be observed through other sources such as novel, film, drama, show, speech, etc.

In this research, the writer is interested in analyzing the TV program "*Nanny 911* reality show". It is a good TV program having great attention from many audiences throughout the world. It tells about parents struggling in coping children's unmanageable behavior. Children handled are under thirteen years of age but usually they are younger than nine years of age. Parents have given up and do not know how to manage their children. It has become parent's worst nightmare. Then they call *Nanny 911* in order to save and help them to solve their problem. So, it is not surprising that *Nanny 911* becomes one of educating programs used by parents as reference to handle their unmanageable child (children) and it is loved by many viewers around the world.

The episode making the writer is interested in this show is the 9<sup>th</sup> episode of the 1<sup>st</sup> season - *The Finck Family*. This episode is about how to handle unmanageable children in that family. So that, the caretakers speech in this show become challenging thing to be analyzed. In this study, the writer is interested in analyzing the caretaker speech found in *Nanny 911* from the point of view of its language form and its implication in teaching English for the young learners. Therefore the writer gives the title of the research "Language Form Found in the Caretaker Speech Found in *Nanny 911* and Its Implication in Teaching English for the Young Learners".

There are 3 theories used in this research. They are caretaker speech theory, language form theory, and teaching English for the young learners theory. Lightbrown and Spada (1993) in Degaf (2010:16) define caretaker speech as the speech directed to children. This kind of speech has some characteristics. First, it obeys the "here and now" principle. It means that the caretakers talk about what is going on in the immediate environment of the child at that moment. In other words. The speech is also about things around the children. Second, caretaker speech tends to use simple and restricted vocabulary. When adults talk to child, usually they are very selective in choosing the words. Caretaker will choose words which are easier for children to pronounce and more useful for children. Words that are hard to understand by the children will be best avoided. Third, caretaker speech is spoken in slow tempo. Because the speech will be easier to be understood. Fourth, it tends

to use short sentence. Philips (1973) in (Clark and Eve. 1977: 326) found that adults' utterances to other adults averaged over eight words. While adults' utterances to two years old children are average less than four words. The sentences are built in simpler construction. Adults tend to use a few coordinate and sub ordinate clauses, and hardly any relative clauses, complements, or negative construction (Clark and Eve. 1977: 326). Fifth, caretaker speech often uses repetition. It is used to emphasize the word in order to be able to be understood by the children.

Then the theory of language form proposed by Marcella Frank. Language form is also called as the surface structure of language. It explores about words, phrase, clause, and sentence. Words involve noun, verb, adjective, and adverb. Phrase is defined as a small group of words standing together as a conceptual unit. *There are seven kinds of phrases:* noun phrase, verb phrase, adverb phrase, adjective phrase, prepositional phrase, participial phrase, and gerund phrase. Clause is a unit of words having subject and predicate. Frank (1972:223) states that there are two kinds of clause: independent clause and dependent clause. Sentence is a series of words that at least consisted of subject and predicate. So that it has perfect meaning and understanding. A sentence can also be modified with an object and a description of place, time, or method. In a sentence, not all predicates have objects. This is because not all verbs require objects.

The last is theories underlying teaching English for the young learners. Those are the psychology of cognitive development theory and language acquisition theory. There is an opinion that it will be better to teach English earlier for the young learners. It has relation to the period experienced by the children that is the golden period. Besides Postovsky (1974); Winitz (1981); Krashen & Terrell (1983) in Charlotte (2014:66) state that learning foreign language for the young learner is as learning first language. It means that young learner learn foreign language without great effort (even effortless). But successful English learning is not only determined by the age factor. There are some other factors contributing it. They are the implemented curriculum, the teaching methodology, the duration of learning, and the way of learning. As an English teacher, it is important to know and to understand the characteristics of the children. Teacher has to be able to adapt the learning process with the development of children dimension involving the development of their cognitive, affective, and psychomotor.

Dealing with this research, there are some researchers conducted such kind of topic. Degaf (2010) wrote his thesis entitled *A Study of Language Functions Used by the Caretakers of Autistic Children in "Miracle Run"*. There were three objectives of this study: to find out the kinds and the effectiveness of language functions used by caretakers, and to describe the most dominant kinds of language functions found. The results of this study were that there 7 kinds of language functions used by the caretakers of autistic children in Miracle run. They are instrumental function, regulatory function, representational function, interactional function, personal function, heuristic function and imaginative function. The effectiveness of language functions is pointed by the frequency of regulatory function appearance which occurs 23 times or 33% to give command or to manage the behavior of autistic children. Then the most dominant language functions was regulatory function, exactly in repetition and reinforcement.

A research about language form written by Supriyati (2015) entitled *An Analysis of Linguistic Form and Language Function of the Caretakers Speech Found in the Miracle Worker Movie*, the objectives of this research are to describe the type of linguistics form and type of language function of the caretakers' speech found in the *Miracle Worker* movie. The linguistics form of the caretaker speech is studied based on the types word, phrase, and sentence. Based on the types of words (noun, verb, adjective, and adverb), she finds that there are 144 data of words (it consists of 82 data or 56,94% of noun, 20 data or 13,89% of adjective, 35 data or 24,30% of verb, and 7 data or 4,89% of adverb. Based on its phrase, she finds 25 data of phrase (it consists of 9 data or 36% of noun phrase, 12 data or 48% of verb phrase, and 4 data or 16% of adverbial phrase). Then, based on its sentence, she finds 42 sentences (it consists of 21 data or 53,84% of declarative sentence, 8 data or 20,51% of interrogative sentence, 5 data or 12,82% of imperative sentence, and 8 data or 12,82% of exclamatory sentence). Next topic is about the language function, Supriyati studies her research using six types of language functions (instrumental function, heuristic function, regulatory function, representational function, interactional function, and personal function). She finds 4 data or 7,69% of instrumental function, 22 data or 42,30% of regulatory function, 4 data or 7,69% of heuristic function, 12 data or 25% of interactional function, 5 data or 9,61% of personal function, and 3 data or 5,76% of representational function.

Then Dyah Rizqi (2009) wrote in her thesis entitled *Teaching English for Young Learners by Using Games in Student's Speaking Skill*. The objectives of the study are to describe how the guessing game was applied in teaching speaking and to know the problems that faced by the teacher and the students in applying the game. Her first research finding is about how the guessing game was applied in teaching speaking. She states that the use of game can increase the students speaking ability. Through this way, students can learn new vocabulary and encourage the students to ask questions. Her second research finding is about how the problems that faced by the teacher and the students in applying the game. As it is the new game for the students, so teacher needs more time to explain it. Students also can not use their knowledge in vocabulary to ask question. They are also still confuse what question they had to ask, and they also feel shy when they want to ask a question.

The position of the current research to the previous studies are as follow. Based on the fourth previous study, its similarities to the current study are the issue discussed that is about caretaker speech and the same way in data collection. Both of these researches have different objects and purposes. In the first study, the object is the caretaker speech addressed to autistic child found in the film of *Miracle Run*. Whereas the object of the current study is the caretaker speech addressed to developing children found in *Nanny 911*. The other example of their difference is that they also have different purposes. The previous study discusses about types and effectiveness of the caretaker speech based on its language function. In the current study, it discusses about types, attention getter, and language form of the caretaker speech. By doing so they have different results. In data analysis, the previous writer does not mention the way in analyzing the data using a certain theory of data analysis.

In the second study entitled *An Analysis of Linguistic Form and Language Function of the Caretakers Speech Found in the Miracle Worker Movie*, there are two similarities to the current study.

They are about the issue discussed that is caretaker speech, the theory used to analyze it that is language form theory, and the research type that is descriptive qualitative. Then there are many differences of the previous study to the current study. The examples of the differences are the object of the study, the objective, and the other theories applied. From the previous study, the object of the study is the speech found in *Miracle Worker Movie*. Its objectives are to find the types of language form of the caretaker speech found in *Miracle Worker Movie*, and to find the types of language function of the caretaker speech found in *Miracle Worker Movie*. The other theory used to analyze the speech in Haliday's language function. While in the current study, the object is the caretaker speech found in *Nanny 911*. It also has three purposes: to know the speech act types, attention getter, and language form of caretaker speech found in *Nanny 911*. Besides using language form, this study also applies speech act and attention getter to investigate the caretaker speech.

The similarity of the third research to the current research is in applying teaching methodology, that is using games. She focused on the object of students elementary school, while the object of the current research is children in the *Nanny 911* show.

## **2. METHODOLOGY**

The writer employs qualitative research. The object of the study is the caretakers in *Nanny 911*. The data sources are four videos of the *Finck Family* episode. The data is the caretaker speech. In data collection techniques, this research employs documentation. First the researcher watched *Nanny 911* reality show several times to ensure that these shows contained caretaker speech. Second, the researcher made the script. Then she identified the caretaker speech contained in those videos. To ensure data accuracy, the researcher asked for help from two experts. Next, the researcher analyzed the data based on its language form using the theory of Frank (1972). After that the writer analyzes the frequency of their word occurrence and finds its relation to the teaching English for the young learner. Technique of data analysis is done inductively - usually data were analyzed descriptively to get theme and described pattern. To analyze the data, the writer uses the technique proposed by Miles and Huberman (1984). In Sugiyono (2010:246), they state that data analysis technique consists of three activities which occur simultaneously namely: data reduction, data display, and verification drawing (conclusion).

## **3. RESEARCH AND FINDING**

This research explains three research questions: how is the language form of the caretaker speech found in *Nanny 911*, how is the frequency of used words, and how is their relation to the implementation of teaching English for the young learners.

### **a) The language form of the caretaker speech found in *Nanny 911***

The term language form refers to the shape and structures of language. Its structures consist of word, phrase, clause, and sentence.

1) Word

Words are classified into noun, verb, adjective, and adverb.

- Noun

Types of nouns consist of proper noun, concrete or abstract noun, countable or uncountable nouns, and collective nouns. Here is the occurrence of noun types in the caretaker speech found in *Nanny 911*.

	Types of Noun						
	Proper Noun	Concrete or Abstract Noun		Countable or Uncountable Nouns		Collective Nouns.	
	Name of Person	Concrete	Abstract	Countable	Uncountable	Group of People	Group of Object
Amount of data	17	71	13	67	17	1	1

Table 1. Types of noun

Based on the table above, it can be known that the use of concrete noun is more dominant than abstract noun. A concrete noun is a word for a physical object that can be perceived by the sense. We can see it, touch it or smell the object. While an abstract noun is a word for concept. There are seventy one data of concrete noun and thirteen data of abstract noun. The examples of concrete nouns are *mom, puppy, room, sisters*, etc. While the examples abstract nouns are *truth, way, attention*, etc. Then, countable or uncountable nouns, in caretaker speech found in *Nanny 911* nouns are dominated by countable nouns. There are sixty seven countable nouns and seventeen uncountable noun. The examples of countable noun are *arms, attention, bed*, etc. While uncountable nouns found in the caretaker speech are as *attention, help, honey, love, problem, and truth*. Next the use of proper noun. It is noun begun with capital letter in writing. In *Nanny 911*, the proper name is only found in the form of personal names of the Finck Family children. They are David, Daniel Stephen, Katharina, Amanda, and Alex. The last of type of noun is collective nouns. In the caretaker speech found in *Nanny 911*, there are only two nouns belonging to this term. One is categorized to the group of person - *family* and the group of thing - *pair*.

- Verb

Verb is a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence (Neufeldt and Guralnik.1996:1482). Based on its type, verbs are divided into predicating or linking verb and reflexive verb. Here is the finding of verb types of the caretaker speech found in *Nanny 911*.

	Types of verb			
	Predicating Verb	Linking Verb		Reflexive Verb
		Verb of sensation	Verb of be and being	
Amount of data	49	4	56	-
Frequency	49%	4%	56%	-

Table 2. Types of Verb

Linking verb is a verb connecting words in a sentence. It connects subject and noun, subject and adjective, or subject and adverb. It consists of verb of be and being and verb of sensation. The table shows that the use of verb of be and being is the most dominant type. For verb of sensation, there are some words found as *listen, feel, see, saw, and look*. Then predicating verb, it is a kind of action verb where it needs an action. Some examples of data showing that type are (01/CS/V.1/DT: '00:01:07/TFF/N911) *Get a nap bed now and stay there!* The word *get a nap and stay* shows an action hoped by Deborah to be done by her children. (04/CS/V.1/DT:0:03:00/TFF/N911) *You did urine on the floor?* The words *did urine* show an action of the child, David. For reflexive verb, **there is no kind of this verb found in the caretaker speech of Nanny 911.**

- Adjective

Adjective is a word modifying noun or pronoun (Neufeldt and Guralnik.1996:16). According to its type, there are determiner and descriptive adjective. Determiners used by the caretaker speech are various. It uses article as *the* and *a*, demonstrative adjective *this* and *that*, possessive adjective *my, your, his, and its*, numeral adjective *first, some, any, much, little, more, and adjective of indefinite quantity as the word all*. Among the determiner types, the use of the word *the* is the most dominant one. The adjectives occurrence frequency can be seen from the following table.

	Determiner														
	Article		Demonstrative adjective		Possessive adjective				Num Adj	Adjective of indefinite quantity					
	The	A	This	That	My	Your	His	Its	First	Some	Any	Much	Little	More	All
Data amount	24	15	15	2	2	18	2	1	8	4	3	2	2	7	9

Table 3. Determiner

For descriptive adjectives, they are classified based on its category. In the caretaker speech found in *Nanny 911*, the adjectives found are included to the category of describing opinion (e.g. *important, ready, right, sure, and wrong*), appearance (e.g. *bad, good, special, and wonderful*), personality (as *consistent*), feeling (e.g. *gangry, fair, mad, proud, sorry, tired, and upset*), size (as *big, great, little, and long*), shape (as the words *square*), quantity (e.g. *enough and whole*) and purpose (as the word *living*). Its occurrence is presented in this following table.

Adjective Word	Category												
	Opinion/ General	Appearance	Personality	Feelings	Shape	Size	Sound	Taste	Touch	Age	Color	Quantity	Purpose
Angry				1									
Bad		1											
Big						1							
Consistent			1										
Enough												1	
Fair				1									
Good		1											
Great						1							
Important	1												
Little						1							
Living													1
Long						1							
Mad				1									
New		1											
Nice													
Proud				1									
Ready	1												
Right	1												
Sorry				1									
Special		1											
Square					1								
Sure	1												
Tired				1									
Upset				1									
Whole													1
Wonderful			1										
Wrong	1												

Table 4. The category of adjectives

- Adverb

Adverb is a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc (Neufeldt and Guralnik.1996:19). According to its type, there are four types of adverb. They are adverb of manner, adverb of place and direction, adverb of time, and adverb of intensifying adverb. In the caretaker speech found in *Nanny 911*, there are three types of verbs found. They are adverb of place and direction, adverb of time, and adverb of intensifying adverb. Some of those adverbs are repeated several times. Those verbs will be presented in this following table.

Adverb Types			
Adverb of place and direction	Adverb of time	Adverb of intensifying adverb.	
<i>Above</i> : 1	<i>Now</i> : 10	<i>Absolutely</i> : 1	
<i>Down</i> : 1		<i>Actually</i> : 2	
<i>Downstairs</i> : 2		<i>Anymore</i> : 2	
<i>Here</i> : 3		<i>Just</i> : 7	
<i>Out</i> : 6		<i>Ready</i> : 1	
<i>There</i> : 3		<i>Really</i> : 4	
<i>Upstairs</i> : 2		<i>So</i> : 9	
		<i>Together</i> : 1	
		<i>Too</i> : 1	
		<i>Very</i> : 3	
Amount	18	10	31
Frequency	30.5%	16.9%	52.5%

Table 5. Adverb Types

Based on the table above, the types of adverb intensifying adverb is the most dominant one. The data showing adverb intensifying adverb are as (48/CS/V.2 /DT:0:09:28/TFF/N911) ... ***Just** no matter way you were born from. ... And you are very important. ....*, (42/CS/V.2 /DT:0:08:17/TFF/N911) *Amanda, we're all playing **together**.* The data showing adverb of direction are as (28/CS/V.2 /DT:0:03:40/TFF/N911) ... ***there** are squares. You see in the picture of what they need to do is **above**.* ... . Then the example of data showing adverb of time is (34/CS/V.2 /DT:0:06:23/TFF/N911) *You angry? Do you wanna talk about it **now**?*

## 2) Phrase

There are one hundred and eighty five phrases found in the caretaker speech of *Nanny 911*. The frequency of their occurrence can be seen from this table.

	Phrase						
	Noun	Verb	Adverb	Adjective	Prepositional	Participial	Gerund
	Phrase	Phrase	Phrase	Phrase	Phrase	Phrase	Phrase
Amount	53	54	9	6	50	1	1
Frequency	30.5%	31%	5.2%	3.4%	28.7%	0.6%	0.6%

Table 6. Phrase types

Among the phrases, the most common phrase type is the verb phrase. Then another phrases are noun phrase, adverb phrase, adjective phrase, prepositional phrase, participial phrase, and gerund phrase.

### a) Noun phrase

*There are fifty three noun phrases found in Nanny 911. They are formed by noun + noun, gerund + noun, determiner + noun, det + adj + noun, adj + noun. Some data containing those forms are as follow:*

No	Sentence	Noun Phrase	Formed by
1	(01/CS/V.1/DT: '00:01:07/TFF/N911) <i>Get a nap bed now and stay there!</i>	nap bed	noun + noun
2	(07/CS/V.1/DT:0.0034837962962963/TFF/N911) <i>Get upstairs! Get out! Get out of my living room now! You get out and you stay upstairs! Get a nap bed right now and stay there!</i>	living room	gerund + noun
3	(08/CS/V.1/DT: '00: 05:19/TFF/N911) <i>Sit down. You have to see your room. I want this room clean now!</i>	your room	det + noun
4	(09/CS/V.1/DT: '00:05:23/TFF/N911) <i>What is this. You do this all day long. And I won't do anymore. Get up. I just need a little help. I have got enough. It's too much.</i>	a little help	det + adj + noun

Table 7. Noun phrase

b) Verb phrase

There are fifty four verb phrases found in the caretaker speech found in *Nanny 911*. Some of the phrases are presented in the following table.

No	Caretaker Speech	Verb Phrase
1	(02/CS/V.1/DT: '00:01:34/TFF/N911) Ughhh... I've enough. You've to get up and stay upstairs.	have to get up
2	(09/CS/V.1/DT: '00:05:23/TFF/N911) What is this. You do this all day long. And I won't do anymore. Get up. I just need a little help. I have got enough. It's too much.	have got
3	(03/CS/V.1/DT:0:02:19/TFF/N911) David, do you want this?	do want
4	(04/CS/V.1/DT:0:03:00/TFF/N911) You did urine on the floor?	did urine

Table 8. Verb phrase

c) Adverb phrase

There are nine adverb phrases which are in the caretaker speech in *Nanny 911*. Some of them are:

No	Caretaker Speech	Adverb phrase
1	(04/CS/V.1/DT:0:03:00/TFF/N911) You did urine on the floor?	on the floor?
2	(08/CS/V.1/DT:00:05:19/TFF/N911) Sit down. You have to see your room. I want this room clean now!	in your room
3	(27/CS/V.2 /DT:0:02:47/TFF/N911) And in my nanny bag, I have the new family rules. And everybody has to follow them. Okay. Oh. Are you looking at mister? You know about the whining yeah. Hands are not for hitting. I saw you miss Catarina hitting your mom. Be consistent, only say what you mean.	in my nanny bag

Table 9. Adverb phrase

d) Adjective phrase

For adjective phrase, there are data included into this category. Some of them are as follow.

No	Caretaker Speech	Adjective Phrase
1	(06/CS/V.1/DT:0:03:29/TFF/N911) <i>No. You have used it all day long.</i>	all day long
2	(09/CS/V.1/DT: '00:05:23/TFF/N911) <i>What is this. You do this all day long. And I won't do anymore. Get up. I just need a little help. I have got enough. It's too much.</i>	a little help
3	(31/CS/V.2 /DT:00:05:38)./TFF/N911) <i>If anybody has a problem, I want them to come up and use their words like Catarina did. She did a wonderful job using words and very proud of you. Okay?</i>	very proud

Table 11. Adjective phrase

e) Prepositional phrase

There are fifty prepositional phrases which are found in the caretaker speech of *Nanny 911*, for examples:

No	Caretaker Speech	Prepositional Phrase
1	(02/CS/V.1/DT:'00:01:34/TFF/N911) <i>Ughhh... I've enough. You've to get up and stay upstairs.</i>	to get up
2	(04/CS/V.1/DT:0:03:00/TFF/N911) <i>You did urine on the floor?</i>	on the floor
3	(08/CS/V.1/DT:'00:05:19/TFF/N911) <i>Sit down. You have to see your room. I want this room clean now!</i>	to see in your room
4	(10/CS/V.1/DT:0:06:36/TFF/N911) <i>I'm tired to clean of the bed the whole of you. This is all I do all day long.</i>	to clean of the bed

Table 12. Prepositional phrase

f) Participial phrase

For participial phrase, there are only one datum found. That is (27/CS/V.2 /DT:0:02:47/TFF/N911) ... *I saw you missCatarina hitting your mom.* The word *hitting* is in past participle form. It modifies noun.

g) Gerund phrase

For this kind of phrase, there is only one datum found. It is (54/CS/V.3/DT:0:02:33/TFF/N911) *Say I'm sorry for using bad words mommy. Then this is going bye bye. And I'm taking it away.* The word *confusing bad words* is a gerund phrase. *Confusing* is a gerund coming after preposition *for*. The words *bad words* are noun phrase modifies the word *confusing*.

3) Clause

Clause is a unit of words having subject and predicate(Neufeldt and Guralnik.1996:259). There are two kinds of clause: independent clause and dependent clause. Independent clause is a group of words containing subject, verb, and/ or other components forming a whole mind. So all simple sentences are independent clause. Whereas dependent clause is clause which can stand alone. It must be accompanied by the independent clause. In the caretaker speech found in *Nanny 911*, there are only two dependent clauses found. They can be seen from the following table

Caretaker Speech	Clause	
	Independent Clause	Dependent Clause
(19/CS/V.2 /DT:0:00:07/TFF/N911) Don't sit down when I'm leaving.	Don't sit down	when I'm leaving.
(39/CS/V.2 /DT:0:07:12/TFF/N911) Whining isn't gonna get you the toy. You ask her and you wait for her to say yes or no, cuz that belongs to Alex.	You ask her and you wait her to say yes or no	because it belongs to Alex.

Table 13. Clause

4) Sentence

Frank (1972: 220) says that sentence is a series of words that at least consisted of subject and predicate. According to its type, there are declarative interrogative, imperative, and exclamatory sentences. This following table shows the finding of the sentence type of the caretaker speech found in *Nanny 911*.

	Sentence Types			
	Declarative	Interrogative	Imperative	Exclamatory
Amount of data	82	16	45	12
Frequency	53%	10%	29%	8%

Table 14. Sentence Types

- For declarative sentence  
This type is the most dominant one. There are eighty two declarative sentences, for examples: *You've to get up and stay upstairs, I'm right here, I'll take you more 'ronis*, etc.
- For interrogative sentence  
There are sixteen data of interrogative sentence. Some of them are as follow *Do you need to go to your room to have some or would you like to go play with your sisters downstairs? Why did you feel that daddy wasn't being fair?, What do you want?*, etc.
- For imperrative sentence  
There are fourty five impertive sentences found in the caretaker speech of *Nanny 911*, for examples *Get a nap bed now and stay there!, Be consistent, Look mommy*, etc.
- Exclamatory sentence  
This last sentence type consists of twelve data, for examples: *Ughhh...I've enough, I want this room clean now!, This is all I do all day long*, etc.

#### b) The Frequence of Used Words

One of the characteristics of caretaker speech is that it uses many repetition words. As well as in the caretaker speech found in *Nanny 911*, the writer finds many different repetition words. There are 172 different words repetitions. It ranges for 2 – 105 times of repetition. They occur in many types of words (noun, adjective, verbs, and adverb). For noun, the frequence of the word of *you* reaches 8.6%. It is repeated for 105 times. For the verb, the word *get* is mentioned 8 times. It reaches 1.6%. While for adjective, the determiner of *to* is repeated for 47 times. It reaches 3.9%. And for the adverb, the frequence of the word *now* is mentioned for 9 times. It raches 0.7%.

Based on the data, it can be pointed out that the most frequence of the word in the caretaker speech of *Nanny 911* of the Finck Family Episode is the word *you*.

#### c) The Implication of the Caretaker Speecho to the Teaching English for Young Learners

Dealing with teaching English for young learners, there are some points that can be learnt from the caretaker speech found in *Nanny 911*. Those are in using many repetition words, the principles of now and here, concrete words, simple sentence, and games.

- Using many repetition  
In the caretaker speech, there are many repetition words/ speechthat are purposed to make the children understand, remember and do what the caretaker said soon. As well as in teaching English for the young learners, repetition technique during the lesson is aimed to make the students remember and get better understanding about English. However Paul (2003) in Muryanti (2016:37) states that it should be better to use the repetition technique in integrated communicative and meaningful ways so that the children will not get bored easily.

- The principles of here and now

This principles must be considered by the teacher of young learners in teaching English. The learning materials should be arranged based on things around the children that are familiar to them as names of colours, numbers up to ten, family members, animals, fruits and Vegetables, parts of the body, etc. Besides the materials should be something happens right now. Something happened at past or will be happen in the future will be more difficult and make them feel uninterested to the lesson.

- Using more concrete thing rather than abstract thing

In *Nanny 911*, in the episode of the Finck Family, the children are 3-9 years old. As Piaget (1969) said that children in these ages are in preoperational stage (2-8 years old) and concrete operational stage (8-11 years old). Learners in these levels still have difficulties to understand the abstract things. So that in teaching English, it should be better to begin teaching concrete things before abstract things. The English lesson material can be something concrete around the students. They can also learn through the direct experience or learning *by doing* by utilizing the environment object.

- Using simple sentence

Teaching English for the young learners is not merely teaching word by word, it can also be implemented by teaching simple sentence through *listen and do* (this way is the application of total physical response). Teacher train the students to understand the command and the students show their understanding by doing what the teacher says correctly. For examples: teacher says "Stand up, please", students respond it by standing, teacher says " Sit down, please" then the students respond it by sit on their chair, etc.

- Using games

In the caretaker speech found in *Nanny 911*, there is a datum showing the use of game. That is when Nanny Deb asks the children to be discipline by giving and putting a magnet on a board. (28/CS/V.2 /DT:0:03:40/TFF/N911) *Okay. Lasting. Next to everyone's picture, there are squares. You see in the picture of what they need to do is above. These are the things that you guys are going to do. You brush your teeth, you get a magnet. Every time you get a magnet, you get a reward. Now, if you don't do it, one gets taken away.* By this way, children become happy.

Children like playing and game. Learning by playing give lots of fun to the learners. Besides it can also be used to reduce learners' boredom. In teaching English for the young learners, teachers can use and choice the suitable game for the students as Simon Said, Hot Seat, Guessing Words, See Differences, puzzles, etc,

After presenting the finding, the writer presents the discussion consisted of three parts:

This part has three discussion based on the three findings above.

a. Language Form

The language form in the caretaker speech found in *Nanny 911* is mainly in accordance to the theory of the caretaker speech. It can be seen from its words, phrases, clauses, and sentences.

The words used in caretaker speech are everthing in children's world. Some words are repeated several times. It means that the speakers want to emphasizes the words to the children in order to make them know and understand what the speaker said. Besides it means that the information which is told by the caretaker is important. By doing so, children will not forget it easily.

Based on noun type, it is dominated by the use of concrete noun rather than abstract noun. This happens since children still have difficulties in recognizing abstract thing. It is also related to the use of countable nouns which are more frequent than uncountable nouns. Then, based on the complement of verb. Verbs of the caretaker speech found in *Nanny 911* is varied enough. The writer assumes that it happens due to some factors. First, there are many children faced by the caretakers. Usually a child which often interacts with many children will have more vocabularies rather than a child having less interaction. So, in talking, the caretakers will be more easily in varrying the words. Second, the factor of ages, more developing children have more vocabularies, so it makes the caretakers feel easier in talking to children. Then the adjective, there are many adjectives found. Based on the occurence of the determiners and the descriptive adjectives in the caretaker speech found in *Nanny 911*, it can be known that the adjective used by the caretakers are various. It means that the children have been able to understand and to use them well. The next is the use of adverb. Adverbs used in the caretaker speech include adverb of place and direction, adverb of time, and adverb intensifying adverb. The adverbs relates to things around the children. Some of the adverbs are repeated several times.

The second part of language form is phrase. There are one hundred and eighty five phrase found. It involves noun phrase, adverb phrase, adjective phrase, prepositional phrase, participial phrase, and gerund phrase. It is dominated by the verb phrase. It means that in using phrase, the caretakers have used various phrases. It does not make the children feel difficult to understand it. By this, the writer assumes that children have been able to understand the phrase, but the words choosen should something around them.

The next parts of language form are clause and sentence. The use of dependent clause is very limited. The writer assumes that clause has its own difficulties for the children. It also appears in the use of sentence. Caretakers tend to use more simple sentences than compound and complex sentences. It deals with the characteristic of children that their complexities of language is not as perfect as adults yet. Dealing with the sentence, in the caretaker speech found in *Nanny 911*, there four types of sentences: declarative, interrogative, imperative, and exclamatory. The

most dominant one is declarative sentences. It means that in talking to children, those types have been able to be implemented well. The children have also understood the speech uttered in those types.

**b. The most dominant of the frequency word**

Based on the research done, it can be pointed out that the most dominant word in the caretaker speech found in *Nanny 911* is by the appering of noun *you*. Its frequency is 8.6%.

**c. The implication of the caretaker speech to the teaching English for the young learners.**

The caretaker speech can be implemented to the teaching English for the young learners. Before teaching, first of all, teacher has to know the characteristics of the young learners. Then she or he also has to find the best way to teach them. From the caretaker speech found in *Nanny 911*, teacher can repeat words several times to make the children understand and do what the caretaker's want. Teacher also has to use implement the here and now principle, so that their teaching material can be reached by the children easily.

Besides, it is better to the teacher to teach the concrete things rather than abstract thing or teacher should begin teaching concrete thing before abstract thing, so that children can understand the teaching material easier. Even the English teaching is addressed to children, teacher can give the material about simple sentence (such as commanding). It can use total physical response as the method. In order not to make the children feel bored, teacher should modify the English learning process through playing game. So that children will be more like English and can take many benefit of it.

**4. Conclusion**

Based on the data analysis presented previously, the researcher draws conclusion, The language form of the caretaker speech are simple. It can be seen from the use of word, phrase, clause, and sentence. In the use of word, there are many repetition words, especially in mentioning the word *you*. Its nouns employ more concrete noun and more countable noun. Its verbs also show their simplicity that is by predicating verbs that are often appear. The use of adjective in the caretaker speech of *Nanny 911* shows that in talking to the children, the caretaker have used many kinds of determiners and descriptive adjectives. The use of adverb also indicates the principle of simplicity that is the adverbs` are dominantly used to intensify adverb and explain place and direction. Then the use of phrase, among phrases types, the caretakers mostly use noun phrase. For clause, since the simplicity of the caretaker speech, there are only limited data of clause found. There are only two dependent clauses. The last is the sentence. Data shows that the caretaker often employ the simple sentence.

Caretaker speech can be implemented in teaching English for the young learners. The implication are in using repetition words in order to make the children understand and do what the caretaker's want, applicating here and now principle, so that the teaching material can be reached by the children easily. Besides, it is better to the teacher to teach the concrete things rather than abstract thing. Even the English teaching is addressed to children, teacher can give the material about simple sentence (such as commanding)using total physical response as the method. In order not to make the

children feel bored, teacher should modify the English learning process through playing game so that children will be more like English.

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