LANGUAGE FORM AND FUNCTION OF CARETAKERS FOUND IN *NANNY MCPHEE AND THE BIG BANG* MOVIE

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ABSTRAK

Penelitian ini berkaitan dengan bentuk dan fungsi pidato caretaker yang ditemukan dalam ucapan juru kunci di Nanny McPhee dan Big Bang Film. Tujuan penelitian ini adalah (1)menggambarkan jenis bentuk bahasa pengurus dan (2)menggambarkan jenis fungsi bahasa penjaga ditemukan di Nanny McPhee dan Big Bang Film. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Data penelitian ini adalah ucapan dari caretaker yang ditemukan dalam naskah Nanny McPhee dan Big Bang Film. Teknik pengumpulan data menggunakan dokumentasi. Teknik analisis data yang deskriptif kualitatif. Penulis menggunakan teori dari Frank (1972) untuk menganalisis jenis bentuk bahasa, dan MAK Halliday (1977) untuk menganalisis jenis fungsi bahasa. Hasil penelitian ini menunjukkan bahwa (1) ada empat jenis kata: kata benda, kata kerja, kata sifat, dan kata keterangan; tiga jenis frasa: nomina frasa, frasa verba, dan frasa adverbia; dan dua jenis kalimat dikategorikan menjadi dua. Kategori pertama adalah berdasarkan jenis, yaitu: deklaratif, imperatif, interogatif, dan kalimat seruan; yang kedua dengan jumlah predikasi penuh, yaitu: sederhana, senyawa, kompleks, dan senyawa-kompleks kalimat. (2) Penulis menemukan 6 jenis fungsi bahasa, yakni: fungsi regulasi, fungsi instrumental, fungsi representasi, fungsi personal, fungsi interaksional, dan fungsi imajinatif.

Kata kunci: *pidato caretaker, format bahasa, fungsi bahasa.*

ABSTRACT

This study deals with the form and the function of caretaker speech which is found in caretaker's utterance in Nanny McPhee and The Big Bang Movie. The objectives of this study are (1) to describe the type of language form of the caretaker and (2) to describe the type of language function of the caretaker found in Nanny McPhee and The Big Bang Movie. The type of this research is descriptive qualitative research. The data of this research are the utterance from the caretaker found in manuscript of Nanny McPhee and The Big Bang Movie. The data collection technique is documentation. The technique of analyzing data are descriptive qualitative. The writer uses the theories from Frank (1972) to analyze the type of language form, and M.A.K. Halliday (1977) to analyze the type of language function. The result of this study shows that (1) there are four types of word: noun, verb, adjective, and adverb; three types of phrase: noun phrase, verb phrase, and adverb phrase; and two types of sentence categorized into two. The first category is based on type, namely: declarative, imperative, interrogative, and exclamatory sentence; the second one by number of full predication, namely: simple, compound, complex, and compound-complex sentence. (2) The writer found 6 types of language function, they are:

regulatory function, instrumental function, representational function, personal function, interactional function, and imaginative function.

Keywords: *caretaker speech, language form, language function.*

INTRODUCTION

Every human being has social needs since they were born. One of social needs they have is communication. The way to communicate between an infant and an adult is different. This phenomenon gives a problem for adult. 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 vocabulary". The choices utterance from adult is called caretaker speech. Caretaker speech is a sort speech that children receive when they are still young (Fauziati, 2011: 114). Caretaker speech is also used by teachers of young learners to make their students easily to understand what they mean.

Although children understand what caretaker's intention, they should know the structure. They should understand the form of the language they studied. Besides, they also should know the meaning contained in that utterance. According to Halliday in Matycuk (2005: 323–324), there are seven types of language functions. They are instrumental, personal, interactional, regulatory, representational, heuristic, and imaginative function. The example of the data that the writer found in caretaker's utterance is:

- *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 the furniture! Norman, Megsie, Vincent: 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.

The writer is interested in studying the language form and language function produced by the caretakers because the result of this research can help parents, caretakers, and also teachers, especially teacher of young learners, to understand the children's knowledge about language; so they can modify their language when talking to the children. So, the writer conducts research about the language form and language function used by the caretakers in *Nanny McPhee and the Big Bang* Movie. *Nanny McPhee and the Big Bang* is an American movie released in 2010 in the United States and Canada. This movie is a sequel from *Nanny McPhee* film released in 2005. This movie is based on Christianna Brand's Nurse Matilda books and adapted by Emma Thompson who also stared this movie as Nanny McPhee.

With regards to caretaker speech, Fauziati (2011: 114) stated that "caretaker speech is a sort speech that children receive when they are still young". Bloomer Grifiths, and Merrison (2005: 320) argued that "caretaker is an adult who is there for the most of young child's waking hours and give a good source of information about which words the child knows". Moreover Whyatt (1994: 126) stated that "caretaker speech is simple; redundant; contains many questions and imperatives; its pitch is higher and has an exaggerated intonation pattern". According to Fauziati (2011: 116) the characteristic of 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. Tiritilli (2002) child directed speech has specific phonological features, lexical features, syntactic features, conversational features, repetition, and turn-taking.

With regards to language form, Frank (1972: 6-235) categorized it into 4: word, phrase, clause, and sentence. Word is the smallest meaningful linguistics unit that can be used on its own. There are four word classes, namely verb, adjective, adverb, and noun. (1) Frank (1972: 47) stated that verb is the most complex part of speech. (2) According to Frank (1972: 109), adjective is a modifier that has a grammatical property of comparison. (3) Adverb is a noun that tells something about a verb. (4) Frank (1972: 6) adds that noun may function as the word in many structures of modification.

The second type of language form is phrase. According to Frank (1972: 163), phrase is a group of words without a verb, especially one that form part of a sentence. Phrase is divided into seven, they are: (1) Noun phrase is a phrase which consist of a noun as the head and the other word as a modifier or determiner which comes before or after the head word. (2) Verb phrase is a phrase that consists of main phrase and it's auxiliary. (3) Adverb phrase is a group of words that function as an adverb. (4) Adjective phrase is a group of words that functions like an adjective in a sentence. (5) Prepositional phrase starts with a preposition and mostly ends with a noun or pronoun and has functions as an adjective or adverb in a sentence. (6) Participle phrase consists of a present participle (verb + ing), a past participle (verb ending in -ed or other form in case of irregular verbs) and modifiers or other associate words and it separated by commas. (7) Gerund phrase consists of a gerund (verb + ing) and modifiers or other words associated with the gerund and acts as a noun in a sentence.

The third type of language form is clause. According to Frank (1972: 45) "clause is a group of related word that contain both subject and predicate". Clause is divided into two types: independent clause and dependent clause. Independent clause can stand alone in a sentence, while dependent clause can't stand alone in a sentence. The last type of language form is sentence. According to Frank (1972: 220), sentence is a full predication contains a subject plus predicate with a finite verb. Frank (1972: 220) explains that sentences are classified in two ways, by types and the other one is by number of full predication. Classification sentence by type are divided into four: (1) Declarative sentence; (2) Imperative sentence; (3) Interrogative sentence; and (4) Exclamatory sentence. The second ways according to Frank (1972: 220) is classification sentence by number of full predication. It divided into four, they are: (1) Simple sentence; (2) Compound sentence; (3) Complex sentence; and (4) Compound-complex sentence.

With regards to language function, Halliday in Matycuk (2005: 323-324) categorized it into seven types, namely: (1) Instrumental function is function that language serves of satisfying the child's material needs, of enabling him to obtain the goods and services he wants. (2) Personal function is used to express the child's own uniqueness, to express his awareness of himself, and includes expression of personal feeling. (3) Interactional function is function that used by the children to interact with those around him, and includes meanings such as generalized greetings. (4) Regulatory function is the function of language as controlling the behavior of others. (5) Representational function is used to explain something. (6) Heuristic function is function when

the boundary between the child himself and his environment is beginning to be recognized, and then the child can turn towards the exploration of the environment. (7) Imaginative function: is the function of language whereby the child creates an environment of his own.

From the explanation above, the writer formulates the research problems as follows: (1) What are the types of language form found in *Nanny McPhee and the Big Bang* movie? and What are the types of language function found in *Nanny McPhee and the Big Bang* movie? So, the objective of this study is to describe the types of language form found in *Nanny McPhee and the Big Bang* movie; and to describe the types language function found in *Nanny McPhee and the Big Bang* movie.

RESEARCH METHOD

This part deals with the method of the writer to analyze language form and language function in caretaker speech found in *Nanny McPhee and the Big Bang* movie. The type of this research is descriptive qualitative research. The subject of this research is the caretakers found in *Nanny McPhee and the Big Bang* movie. The object of this research is caretaker speech found in *Nanny McPhee and the Big Bang* movie. The data of this research are the utterances produced by the caretaker found in *Nanny McPhee and the Big Bang* movie. The data source of this research is taken from the manuscript of *Nanny McPhee and the Big Bang* movie directed by Susanna White. In this study the writer uses documentation as the method of collecting data, and uses descriptive qualitative as technique of analyzing data.

RESEARCH FINDING

Type of Language Form
Based on the analysis, the type of language form are word, phrase, and sentence.

Word Level
The word which is used by the caretakers is closely included to simplified vocabulary. There are some words that use three until four syllables, but mostly use only one until two syllables. The writer focuses only on noun, verb, adjective, and adverb from the data. For example, the word *Picnic* in the excerpt below:

002/EX6/U051/NMPBB
Mother	: Where's the veil?
Megsie	: We used it to catch the piglets.
Cyril	: It's here. It was my fault, I'm afraid. We needed a net. Sorry.
Mother	: Well, I never... How clever you all are. I'll tell you what. Tomorrow, we'll jolly well have a picnic, and after I've paid up the tractor, we'll use the extra pennies for ginger beer.
Children	: Hooray! Hooray!

The word *picnic* includes noun because there is an article "a" before this word. This word is uttered by mother Isabel. The piglets were lost when she would sell it to Farmer Macready. So the children should found them. Then they can catch all of them by using a strategy. She feels so proud with the children because they are very smart. Then, she tells to the children that they would get a picnic. The word *picnic* has two syllables, *pic/ nic*. Another example is the word *Imagine* in the excerpt below:

006/EX1/U004/NMPBB

Mother	: Stop shouting!
Vincent	: We're not shouting. You're shouting.
Mother	: We are supposed to be getting the farm spic-and-span before the cousins arrive tomorrow, and instead, all you're doing is fighting, fighting, fighting. When what I want to be seeing is sharing, sharing, sharing. Imagine how sad you'd be if you had to be taken away from home because of bombs dropping all over the place.

The word *imagine* belongs to verb and has function as predicate in imperative sentence. *Imagine* here means think about something that not in a real situation. This word is uttered by mother Isabel. She wants her children to share each other. She asks her children to imagine how they will like if there is a bomb dropping their fields. The word *imagine* has three syllables, Im/ ag/ ine. Another class of word is adjective *Brave* as found in the excerpt below:

009/EX8/U076/NMPBB

Norman	: Dad's missing in action.
Mother	: Go on.
Norman	: But I can feel it in my bones that he's alive.
Mother	: Oh, well, then, it must be true. Thank you. Thank you, my darling. My darling. My darling boy.
Norman	: And Cyril. Thank him, too.
Mother	: Cyril, you, too? Cyril, come here. My brave boy.

The word *brave* includes adjective. *Brave* here means doing something admirable or showing pride. This word is produced by mother Isabel. She feels so happy when Norman and Cyril bring good news. Norman and Cyril come to the War Office to proof whether Norman's father is still alive or not. They can proof it. They say it to mother Isabel and she was very surprised. She was very proud of her children. This word has one syllable. And finally, part of speech on adverb *Carefully* as found in the excerpt below:

010/EX3/U022/NMPBB

Cyril	: Get your hands off my suit! It's Savile Row.
Nanny	: Please, may I have your attention?
Celia	: Ow! Ow!
Nanny	: 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.

The writer found the word *carefully* in the data marked by suffix -*ly*. This word is formed from the word *careful* as adjective and suffix –*ly*. *Carefully* here means doing something attentively. This word is produced by Nanny McPhee. She wants to introduce herself to the children, but no one pays attention to her. The word *carefully* has three syllables, *care/ ful/ ly*.

Phrase Level

The writer found some phrases in the data include noun phrase, verb phrase, and adverb phrase. Each phrase will be classified into several group based on the construction of its phrase. An example of noun Phrase *Gas Mask* as found in the excerpt below:

020/EX5/U037/NMPBB

Mother	: Is that you, Cyril?
Cyril	: It is.
Mother	: Good morning, darling. Why are you wearing a gas mask?
Cyril	: In case of a gas attack, Aunt Isabel.
Mother	: A gas...? I don't think there's going to be a gas attack in this part of the country, darling. That's why your parents sent you here.

The phrase *gas mask* consists of two words. This phrase is formed from noun + noun and has head word in the last word, *mask*. This phrase is produced by mother Isabel. She asks to Cyril why he is wearing a gas mask when he got a breakfast. Cyril said that there is a gas attack in that house. He thinks that Nanny's stick contains a gas that can make people hypnotized. So he wears a gas mask to anticipate it. An example of a Verb Phrase *is sharing* as found in the excerpt below:

029/EX1/U004/NMPBB

Mother	: Stop shouting!
Vincent	: We're not shouting. You're shouting.
Mother	: We are supposed to be getting the farm spic-and-span before the cousins arrive tomorrow, and instead, all you're doing is fighting, fighting, fighting. When what I want to be seeing is sharing, sharing, sharing. Imagine how sad you'd be if you had to be taken away from home because of bombs dropping all over the place.

The phrase *is sharing* includes verb phrase, formed from to be (is) + V_{ing}. This phrase consists of two words, and has head word in the last word, *sharing*. This phrase is produced by mother Isabel. The children are always fighting. She asks her children to stop fighting. She just wants to see her children can share each other. An example of an adverb phrase *Three months ago* as found in the excerpt below:

032/EX1/U008/NMPBB

Vincent	: Why won't he reply to my letter?
Mother	: We're not talking about Dad, darling.
Vincent	: But why won't he reply? His last one came years ago.
Mother	: No, darling. Look. Three months ago, that's all. You see? Dad is in the Army. They move him about a lot, that's all it is. There is nothing to worry about, all right?

This phrase consists of three words. This phrase is produced by mother Isabel. Vincent asks her why his Daddy doesn't reply his letter. Actually she doesn't talk about Daddy's letter. She talks about sharing their rooms and toys to their cousins when they arrive. Then she tells that the last letter from his Daddy is just three months ago, not long years ago. Then she shows the last letter from his Daddy. This phrase modifies a noun "letter".

Sentence Level

The writer classified sentence into two ways according to Frank (1972: 220): by types and by number of full predication. Classification by types divided into four: declarative, imperative, interrogative, and exclamatory sentence. Classification by number of full predication also divided into four: simple, compound, complex, and compound-complex sentence. An example of a declarative sentence *I am Nanny McPhee* is found in the excerpt below:

038/EX3/U022/NMPBB

Nanny	: Please, may I have your attention?
Celia	: Ow! Ow!
Nanny	: I am Nanny McPhee. Please, listen carefully. You are all to stop what you are doing and go upstairs to bed.

This sentence includes declarative sentence because the subject and predicate have the normal word order and ended by a full stop. Besides, this sentence declares that she is nanny, when she introduces herself. This sentence is produced by Nanny McPhee. She wants to introduce herself to the children, but no one pays attention to her. So she asks the children to listen to her carefully. An example of an imperative sentence *Stop shouting!* is found in the excerpt below:

039/EX1/U003/NMPBB

Mother	: Get off the furniture! Vincent, off, off, off! Get off the furniture!
Children	: You're on the furniture!
Mother	: Stop shouting!
Vincent	: We're not shouting. You're shouting.

This sentence includes imperative sentence because it expresses a command, and ends by an exclamatory mark (!). This sentence is produced by mother Isabel to her children. She asks them to get off from the couch when they were playing in the living room. The children even denied their mother by shouting at her. Then she asks her children to stop shouting to her. This sentence begins with a verb "Stop" which has a simple form. An example of an interrogative sentence *How is your mother?* is found in the excerpt below:

041/EX3/U017/NMPBB

Mother	: Norman, Cyril.
Cyril	: Hello...
Mother	: Hello, dear.
Cyril	: ...Aunt Isabel.
Norman	: Come back here, you big...
Mother	: How's your mother?

The example of interrogative sentence from the data is *How is your mother?* This sentence includes interrogative sentence because it asks something, and ends by question mark. This sentence is produced by mother Isabel to Cyril, her nephew. When she comes home, she sees that her children fight again, but in that time they fight with their cousins. Cyril broke the canned jams. Norman was very angry when he knows it. That's the beginning of their fight. Mother gives greeting to Cyril and asking his mother and tries to stop them. An example of an exclamatory sentence *I couldn't believe my eyes!* is found in the excerpt below:

044/EX6/U042/NMPBB

Farmer	: Did you get all of them?
Cyril	: These piglets are funny things.
Norman	: We got all of them.
Cyril	: Yes, all of them.
Mother	: All of them. You did? I couldn't believe my eyes!

The sentence above belongs to exclamatory sentence because it shows strong feeling. It expresses amazement, because mother Isabel was very surprised when she knows that the children can find all the piglets. Actually the piglets were lost when she wants to sell it. So the children should find all of them before farmer Macready comes. She was very happy. An example of a simple sentence *I knew that* is found in the excerpt below:

046/EX2/U014/NMPBB

Uncle Phil	: Your mum told me all about your idea to pay for the tractor. What on earth made you think of that, then?
Norman	: Well, I saw Farmer Macreadie at the shop, and he said he was looking to buy some Gloucestershire Old Spots.
Uncle Phil	: Huh?
Norman	: Pigs.
Uncle Phil	: I knew that.
Norman	: So when I offered to sell him our piglets, he jumped at it.

This sentence includes simple sentence because it just has one subject "I" and one predicate "knew". The predicate of this sentence is a Verb$_2$. This sentence is produced by Uncle Phil. When he was in his way to home, he saw Norman in the field. He asks to Norman about his idea to pay the rent of tractor. Norman said that he will sell the piglets to farmer Macready, but he used other words to say piglets. He says Gloucestershire Old Spots for called pigs.

An example of a compound sentence *I've got to run, but you've got to clean up the farm* is found in the excerpt below:

047/EX1/U008/NMPBB

Vincent	: But why won't he reply? His last one came years ago.
Mother	: No, darling. Look. Three months ago, that's all. You see? Dad is in the Army. They move him about a lot, that's all it is. There is nothing to worry about, all right?
Mother	: I've got to run, but you've got to clean up the farm.

The sentence above includes as compound sentence. It has two independent clause or simple sentence. The first independent clause is "I've got to run." and the second one is "You've got to clean up the farm." The subject of first sentence is "I" and second one is "you". Besides, the predicate of first sentence is "have got" and second one is also "have got". This sentence used the word "but" as a conjunction. This sentence is produced by mother. She asks her children to clean up the farm, because their cousins will arrive. She should go to the shop for work and the children should clean the farm. An example of a complex sentence *We are supposed to be getting the farm spic-and-span before the cousins arrive tomorrow, and instead all you're doing is fighting, fighting, fighting* as found in the excerpt below:

050/EX1/U004/NMPBB

Mother	: Stop shouting!
Vincent	: We're not shouting. You're shouting.
Mother	: We are supposed to be getting the farm spic-and-span before the cousins arrive tomorrow, and instead all you're doing is fighting, fighting, fighting. When what I want to be seeing is sharing, sharing, sharing. Imagine how sad you'd be if you had to be taken away from home because of bombs dropping all over the place.

This sentence includes complex sentence. It has three clauses, one independent clause and two dependent clauses. The independent clause is "We are supposed to be getting the farm spic-and-span." While, the first dependent clause is "before the cousins arrive tomorrow" and the second one is "and instead all you're doing is fighting, fighting, fighting". The subject of independent clause is "we" and the predicate is "are supposed". While the subject of first dependent clause is "before the cousins" and the predicate is "arrive". The subject of second dependent clause is "and instead all you're doing" and the predicate is "is fighting". This sentence is produced by mother. She asks her children not to fighting anymore. They should clean up the farm immediately before their cousins arrive. An example of a compound-complex sentence *Tomorrow we'll jolly well have a picnic after I've paid up the tractor, and we'll use the extra pennies for ginger beer* as found in the excerpt below:

052/EX6/U051/NMPBB

Mother	: Where's the veil?
Megsie	: We used it to catch the piglets.
Cyril	: It's here. It was my fault, I'm afraid. We needed a net. Sorry.
Mother	: Well, I never... How clever you all are. I'll tell you what. Tomorrow, we'll jolly well have a picnic, and after I've paid up the tractor, we'll use the extra pennies for ginger beer.
Children	: Hooray! Hooray!

The compound-complex sentence above has two independent clauses and one dependent clause. The independent clauses of this sentence are "We'll jolly well have a picnic." and "We'll use the extra pennies for ginger beer." The dependent clause of this sentence is "after I've paid up the tractor". The subject of both independent clauses is "We" and the predicate of the first independent clause is "will jolly well have" and the second one is "will use". While, the subject of dependent clause is "after I", the predicate is "have paid up". This sentence used "and" as a conjunction of two independent clauses. This sentence is uttered by mother. She feels so proud with the children because they are very clever. The children can catch the piglets by using smart strategy. She wants to take the children get a picnic and will buy ginger beer for them.

Types of Language Function

The writer gets six types of language function from seven types. They are: regulatory, instrumental, representational, personal, interactional, and imaginative function. An example of a regulatory function *Do not tell fibs in this house!* is found in the excerpt below:

055/EX6/U043/NMPBB

Celia	: They can do synchronized swimming.
Mother	: Do not tell fibs in this house!
Megsie	: They really did.
Mother	: Megsie.
Megsie	: But they did do synchronized swimming.
Mother	: That's enough, Megsie. Shush!

The sentence above includes regulatory function, because it has function as controlling the children's behavior. Mother said to her children not to tell fibs. When the children catch the piglets, they see unbelievable moment. They see that the piglets can do synchronized swimming. They tell with their mother about this, but she doesn't believe them. She thinks that they tell fibs. An example of an instrumental function *Oh, no, of course not. It's for Dad when he comes home. I'm talking about your room and your toys* is found in the excerpt below:

056/EX1/U006/NMPBB

Vincent	: We're not sharing the jam with them.
Mother	: What?
Vincent	: We're not sharing Dad's jam with the cousins.
Mother	: Oh, no, of course not. It's for Dad when he comes home. I'm talking about your room and your toys.
Vincent	: Why won't he reply to my letter?
Mother	: We're not talking about Dad, darling.

The example above includes instrumental function because that utterance responds the children's question before. When mother said that the cousins will arrive at their home, Vincent tells that he doesn't want to share his jam with the cousins. She gives respond to Vincent that they shouldn't share the jams with the cousins. Then Vincent asks his mother again, and she gives respond by saying that she was not talking about Daddy, she was talking about their cousins. An example of a representational function *I am going to explain to you the way I work. When you need me but do not want me, then I must stay. When you want me but no longer need me, then I have to go* is found in the excerpt below:

058/EX4/U030/NMPBB

Nanny	: Listen to me very carefully. I am going to explain to you the way I work. When you need me but do not want me, then I must stay. When you want me but no longer need me, then I have to go.
Cyril	: How could anyone possibly want you?

The utterance above includes representational function because it tell or explain something. Nanny McPhee will explain the way she works to the children. She said that when the children need her but don't want her in their home, so she must stay to control their behavior While, when the children wants her to stay but actually they don't need her anymore, so she must go. An example of a personal function *They're city children, and I imagine they're rather refined, and I am sure that they are very well-behaved* is found in the excerpt below:

060/EX1/U009/NMPBB

Vincent	: What are they actually like, the cousins?
Mother	: They're city children, and I imagine they're rather refined, and I am sure that they are very well-behaved.

The utterance above includes personal function because mother tells about the personality of the cousins. It expresses her personal feeling about the cousins. Vincent asks his mother that what the cousins are actually like. She answers that they are from city, and she thinks that they will have good behavior and rather refined. This utterance is a personal feeling of mother about the cousins. An example of an interactional function *Good morning, darling; why are you wearing a gas mask?* is found in the excerpt below:

063/EX5/U037/NMPBB

Mother	: Is that you, Cyril?
Cyril	: It is.
Mother	: Good morning, darling. Why are you wearing a gas mask?
Cyril	: In case of a gas attack, Aunt Isabel.
Mother	: A gas...? I don't think there's going to be a gas attack in this part of the country, darling. That's why your parents sent you here.

This utterance includes interactional function. It used to interact with other people. Mother gives greeting to Cyril in the morning when he gets breakfast. She asks Cyril why he wearing a gas masks, because he uses gas mask when he will get breakfast. Cyril thinks that Nanny Mcphee has a gas that can hypnotize every people who breathe it. So he uses gas mask to anticipate it. An example of an imaginative function *Imagine how sad you'd be if you had to be taken away from home because of bombs dropping all over the place* is found in the excerpt below:

064/EX1/U004/NMPBB

Mother	: Stop shouting!
Vincen	: We're not shouting. You're shouting.
Mother	: We are supposed to be getting the farm spic-and span before the cousins arrive tomorrow, and instead, all you're doing is fighting, fighting, fighting. When what I want to be seeing is sharing, sharing, sharing. Imagine how sad you'd be if you had to be taken away from home because of bombs dropping all over the place.

The utterance above includes imaginative function because mother asks her children to create an environment by themselves by imagine something. Actually, she wants the children not to fighting anymore and they can share each other. She asks her children to imagine if the bombs dropping their home, so they should go away from their home. She asks her children to think unreal things in their imagination.

RESEARCH FINDING AND DISCUSSION

After analyzing the data, the writer presents several previous findings to compare with the current findings. The current findings are divided into 2 terms, they are: the types of language form and the types of language function found in caretaker's utterance in *Nanny McPhee and the Big Bang* movie. The writer compares this research finding with the previous findings. In the current research, the writer finds 3 types of language form from the data; they are word, phrase, and sentence. (1) The writer gets 110 words consist of 31 or 28.18% nouns, 58 or 52.73% verbs, 18 or 16.36% adjectives, and 3 or 2.73% adverbs. (2) Then the writer gets 35 phrases consist of: 4 or 11.43% noun phrases, 23 or 65.71% verb phrases, and 8 or 22.86% adverb phrases. (3) The last, the writer gets 62 sentences from the first classification, they are: 28 or 45.16% declarative sentences, 10 or 16.13% imperative sentences, 20 or 32.26% interrogative sentences, and 4 or 6.45% exclamatory sentences. Then 28 sentences from the second classification, they are: 21 or 75% simple sentences, 2 or 7.14% compound sentences, 3 or 10.72% complex sentences, and 2 or 7.14% compound-complex sentences.

The findings of the recent research have differences from the previous one. In types of language form, Husna (UMS, 2007) finds 3 types of sentence; they are declarative, interrogative, and imperative. (1) The researcher classifies the form of declarative sentence into four: simple, compound, complex, and compound complex sentence. (2) From imperative sentence, researcher finds that not all imperatives are initiated by predicate, but there are also marked by marker *Let* and *Don't*. (3) Researcher finds that most of interrogative sentences are initiated by question words like *who, what, where,* and *how*. Besides, interrogative does not only initiated by auxiliary, modal, or question words but also a subject in the initial position of sentence. The researcher used the theory from Hurford and Heasley (1994) for analyzing the type of sentence.

Then, in the current research the writer finds 6 types of language function, they are: 12 or 34.29% utterances of regulatory function, 8 or 22.86% utterances of instrumental function,

7 or 20% utterances of representational function, 2 5.71% utterances of personal function, 5 or 14.28% utterances of interactional function, and 1 or 2.86% utterance of imaginative function.

The first previous finding finds 7 types of language function, they are: instrumental, regulatory, representational, interactional, personal, heuristic, and imaginative function. The most dominant type of language function is regulatory function. The researcher finds: 19 utterances of regulatory function; 6 utterances of interactional function; 5 utterances of imaginative function; 2 utterances of personal function; and 1 utterance of representational and heuristic function. The researcher uses the theory from Halliday (1977). Then, the second previous finding, Husna (UMS, 2007) finds several language functions. The researcher uses speech act theory from pragmatic approach. The researcher finds that (1) the function of declarative sentence as exclamatory, commanding, warning, requesting, and offering. (2) Then the function of interrogatives sentence as requesting function. (3) Then the function of imperatives sentence as requesting and warning function.

CONCLUSION

Based on research findings, the writer concludes that the caretaker mostly used simple sentence with simple structured and as a statement. There are 21 simple sentences and 28 declarative sentence or statement. Besides, the utterances from the caretaker also used simple word, which is only has 2 or 3 syllables and mostly as a verb. It can be seen from the data that there are 58 verbs. Then, the utterances from the caretaker also contain some phrases and mostly are verb phrase. It can be seen from the data that there are 19 verb phrases.

The utterances from the caretaker mostly have function as regulatory function. It can be seen from the data that there are 12 utterances which have function as regulatory function. Regulatory functions here used for controlling children's behavior. The other functions that the writer gets from the data are instrumental, representational, personal, interactional, and imaginative function.

From the research finding and discussion, the writer gives some suggestion to those who involved in caretaker speech. Especially for English teacher for young learners, the writer hopes the teacher can improve their competence and ability in teaching English. Young learners usually used simple structure in their utterance. So, the teacher should modify their speech into more simple and used choices words. The teacher should also choose the right word which includes a lesson in it. So, the young learners can get more lesson and knowledge in every teaching learning process. Besides, the writer wishes that the caretakers can improve their vocabulary and should be careful in choosing their words. So that the children can understand what the caretakers are talking about and get more knowledge about their environment. Afterwards, the writer also hopes to the next researcher to develop the current research by using other subject, such analyzing language form and function of the caretaker speech in real life not in the movie.

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