

THE CHARACTERISTICS OF ENGLISH CARETAKER SPEECH FOUND IN IMAGINE THAT MOVIE

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ABSTRAK

Penelitian ini bertujuan untuk menggambarkan jenis bentuk bahasa dan fungsi yang ditemukan di film Imagine That. Jenis penelitian ini adalah deskriptif kualitatif. Objek penelitian ini adalah ucapan oleh orang dewasa yang ditujukan kepada anak-anak. Subjek dari penelitian ini adalah pengasuh ditemukan di film Imagine That, meliputi ayah dan ibu. Penulis menggunakan naskah percakapan film Imagine That tersebut sebagai sumber data. Data dikumpulkan melalui teknik dokumentasi dengan langkah-langkah berikut: menonton film asli dan membaca skrip film, menggarisbawahi ucapan caretaker kemudian menuliskannya. Data dianalisis secara kualitatif. Hasil penelitian menunjukkan ada empat jenis kata: kata benda, kata kerja, kata sifat, dan kata keterangan dan empat jenis frase: frase nomina, frase verba, frase kata sifat, dan frase adverbial dan empat jenis kalimat: kalimat deklaratif, kalimat interogatif, kalimat seruan, dan kalimat imperatif. Berkaitan dengan fungsi bahasa, ada tujuh macam: fungsi instrumental, fungsi interaksional, fungsi regulasi, fungsi imajinatif, fungsi personal, fungsi representasi, dan fungsi heuristik.

Kata Kunci: Bahasa pengasuh, bentuk bahasa, fungsi bahasa

ABSTRACT

This research aims at describing the types of language forms and functions found in Imagine That movie. The type of this research is descriptive qualitative. The objects of the research are utterances by adults addressed to children. Subjects of this research are the caretakers found in Imagine That movie, covering father and mother. The writer used the manuscript of conversation Imagine That film as data source. The data were collected through documentation technique with the following steps: watching the original film and reading the movie script, underlining the caretaker utterances then writing them down. The data were analyzed qualitatively. The results show there four types of word: noun, verb, adjective, and adverb and four types of phrase: noun phrase, verb phrase, adjective phrase, and adverbial phrase and four types of sentence: declarative sentence, interrogative sentences, exclamatory sentences, and imperative sentences. With regards to language function, there are seven kinds: instrumental function, interactional function, regulatory function, imaginative function, personal function, representational function, and heuristic function.

Keywords: Caretaker speech, language form, language function

INTRODUCTION

Adults and children use language to express their opinion. They use language in different ways. Adult's language is different with the child's language. Children usually use simple sentence and simple structure. Fauziati (2011: 114) stated that infants have very limited knowledge on the structure and function of the language adults use to communicate with each other. From these cases, adult should modify their language in order to make it easily to understand by the children. Many parents talk to children tend to slowly and repeatedly, and also the parents give the child a gesture if it is not easy to understand for children and appreciate the intent and purpose of their parents speak. Parents also directly drilled the child's brain in order to memorize it word-for-word when the question repeated.

According to Fauziati (2011: 114) caretaker speech is a sort of speech that children receive when they are still very young. In other words, the caretaker speech is a speech addressed to infants by adults. Caretaker speech is used often quite unconsciously to young children but, instead, without thinking, find ways to reduce the complexity of language in order to communicate effectively with young children. The writer presents an example from the data:

044/EX17/U001/ITM

Evan : *"They finish reading. Olivia's mother gives her a kiss and says, "You know, you really wear me out, but I love you anyway." "Olivia gives her a kiss back and says, 'I love you anyway, too.'" "There you go, sleepyhead."*

Olivia : *"Hey! We didn't talk to the princesses tonight."*

Evan : *"Yeah, you know what, we didn't, but that's okay. It's quite all right."*

Olivia : *"Well, maybe if you want, you can talk to them yourself."*

In the context of the conversation, Evan was reading a storybook to Olivia before bed time. Olivia reminded Evan if they did not meet imaginary friend that day because Evan trained Olivia to sing before the gig in Fall Sing. Olivia says that if Evan could meet them anytime if Evan wants. Father produces the utterance when he told the story to his child before sleep.

In this research, the writer focuses on characteristics of caretaker speech use language form and language function. The writer uses manuscript from film *Imagine That* because there are many conversations in film between parents (mother and father) to their child; and writer writes the transcript of the conversation for the data of this study.

The writer uses some relevant theories to analyze the data of caretaker speech. According to Fauziati (2011: 114) caretaker speech is a sort of speech that children receive when they are still very young. In other words, caretaker speech is a speech addressed to infants by adults. Caretaker speech also referred to motherese, caregiver speech, adult to child language (ACL) and child directed speech (CDS). Whyatt (1994) stated that "Caretaker speech is simple; redundant; contains many questions and imperatives; its pitch is higher and has an exaggerated intonation pattern". According Clark and Clark (1997: 321) in Fauziati (2011: 115) Adult's speech to children is influenced by three factors. First, adults have made sure that children realize a speech is being addressed to them. To do this they use a name, a special tone of voice, or even get their attention, they must choose the right words and the right sentences to make the children easily understand them. Adults certainly do not talk about science or philosophy; rather they talk about what children are doing, looking at, or playing with at that moment. Third, they say what they have to say in many different ways. Tiritilli (2002) explains that there are some features of child directed speech. They are phonological features, lexical features, conversational features, repetition, and turn taking. Then the function of caretaker speech according to Brown and Ferguson in Whyatt (1977) is to teach children to speak. They

also argue that the intention behind the use of a simplified speech style is more communicative than pedagogical”.

The writer also uses the theory from Frank (1972: 163) to discuss language form, consisting of word, phrases, clauses, and sentences. Word is the smallest element in the linguistic unit, which meaningful can be used in the phrase, sentence or utterance. According to Frank (1972: 163) there are four word classes, namely verb, adjective, adverb, and noun. Verb is a word that shows an action. Someone can use the verb when he/she convey in action. Adjective is describing word and giving information about the object signified. Adverb is word that changes or simplifies the meaning of a verb, adjective, other adverb, clause or sentence expressing manner, place, time, or degree. Noun may function as the word in many structures of modification. Frank (1972: 163) argued that phrase is a group of words without a verb, especially one that forms part of a sentence.

There are several types of phrase, namely noun phrase, verb phrase, adverb phrase, adjective phrase, prepositional phrase, participle phrase, and gerund phrase. Verb phrase is a phrase that consists of main phrase and it is auxiliary. Actually, a verb phrase has function as a predicate in a sentence. Noun phrase is phrase, which consists of a noun as the head of word and the other word as a modifier, or determiner, which comes before or after the head of word. Adverb phrase is a group of words that function as an adverb. It consists of adverb or other words, like noun, preposition, verb, or modifiers, which make a group and have function as an adverb in a sentence.

According to Frank (1972: 45) clause is a group of related word that contains both subject and predicate. In the sentence, Frank explains that types classify sentences in two ways, and the other one is by number of full predication. There are four kinds of sentence based on the type. They are declarative, imperative, interrogative, and exclamatory sentence (Frank, 1972: 220). A declarative sentence states a fact or an argument and ends with a full stop or period. An imperative sentence is a command or a polite request. It ends with an exclamation mark (!) or a full stop or period. An interrogative sentence is one that asks a direct question and always ends in a question mark. An exclamatory sentence expresses excitement or emotion ends with an exclamation mark (!).

According to Frank (1972: 222-223) there are four classifications of sentence by number full of predications. They are simple sentence, compound sentence, complex sentence, and compound complex sentence. A simple sentence also called an independent clause, it contains a subject and a verb and it expresses a complete thought. A compound sentence contains two independent clauses joined by a coordinator, by comma and coordinating conjunction, semicolon (,) and semicolon and a conjunctive adverb (then, however, therefore, consequently, etc.). A complex sentence has an independent clause joined by one or more dependent clauses. Compound-complex sentence is sentences containing adjective clauses (or dependent clauses) are also complex because they contain an independent clause and a dependent clause.

The writer also uses Halliday’s theory (1977: 19–20) to discuss language functions, covering instrumental, personal, interactional, regulatory, representational, heuristic, and imaginative function. The instrumental function is the function that language serves of satisfying the child’s material needs, of enabling him to obtain the goods and services he wants. The personal function is used to express the child’s own uniqueness; to express his awareness of himself, in contradistinction to his environment, and then to mold that self-ultimately, language in the development of the personality. The interactional function is what we might gloss as the “me and you” function of language. The regulatory is the “do as I tell you” function of language. The representational function is language use to explain something. It is the one, which is undoubtedly dominant in the adult’s use of language. The heuristic function of language is the

“tell me why” function that which later on develops into the whole range of questioning forms that the young child uses. The imaginative function is the function of language whereby the child creates an environment of his own.

Based on the background above, the writer formulates the objective of the study as follows: to describe the types of language form found in *Imagine That* movie and to describe the types of language function found in *Imagine That* movie.

RESEARCH METHOD

The type of this research is descriptive qualitative research. The objects of the research are utterances by adults found in “*Imagine That*” movie. The data in this research paper are utterances produced by caretaker speech (father and mother). The writer takes the data from the movie entitled *Imagine That* and its manuscript. The writer uses documentation as the method of collecting data. The researcher uses descriptive analysis to analysis the data.

FINDING AND DISCUSSION

Research findings described below consists of the type of language form and the type of language function of the care taker speech.

1. Types of Language Form

The writer found that the types of language found in the data are classifiable into word, phrase, and sentence that will be described below.

001/EX11/U009/ITM

Olivia : How many times do I have to tell you?

Evan : Right. Right. Okay, let me get this right now. Now, they tell you things about *companies*? Well, you know what, I got a couple of other *companies* I want you to ask them about. Do you think they’ll be up to that?

Olivia : You can do it yourself.

Evan : I can ask them myself. I can go there with you?

The writer found the word *companies* in the data and included as a noun marked by suffix *-es*. This conversation produced by Olivia and Evan. This conversation tells about Olivia that asks Evan to meet the imaginary friend who can help Evan to answer his job. Because of Olivia’s imagination friend can determine the employment prospects of the Evan’s company. Olivia said if Evan could try to meet their own imaginary friend, but Evan didn’t know how to meet up with imaginary friends, then Evan asked Olivia to accompany him to meet Olivia’s imagination friends. The word *companies* have three syllables, *com/pa/nies*.

003/EX11/U036/ITM

Evan : I gotta sing a song to Sopida’s dragon, too?

Olivia : Hurry. She’s coming!

Evan : What? She’s *coming* where?

Olivia : Sing.

The word *coming* in the data is used for analyses. It is belonging to word as noun mark by suffix *-ing*. The words *coming* from the basic word *come*. The word *coming* has two syllables, *com/ing*. This conversation produced by Evan and Olivia. They were in Olivia’s imagination.

Olivia asked Evan to sing in front of Sopida's dragon when he came. Because Sopida like people, who sing for him and it was one way to tought Sopida.

005/EX22/U011/ITM

Evan : Okay. Well... Sopida, I wish that I could say you were wrong about me, but, obviously, you and your dragon knew better. I'm sorry. Thank you for protecting Olivia while I was away. And Kupida and Mopida, I'm sorry for taking you for granted and just expecting things from you and not realizing how smart and kind and truly amazing you really are. Qwali, thank you so much for letting me come into your mystical, magical world, 'cause it's a truly magical...

Olivia : Daddy, they're leaving. They got bored.

Evan : They were bored.

Olivia : Do you want me to ask them to stay?

The writer found the word *bored* in the data. The word *bored* is adjective and it has one syllable. The conversation is about Evan that would like to say thanks to Olivia's Imaginary friends that they have been keeping Olivia when he busy working. In the conversation, Evan was very much talking and they felt so bored to listen what Evan said.

007/EX22/U001/ITM

Olivia : Nice king hat.

Evan : It's called a crown. You know, you were really great *in there*.

Olivia : Thanks.

For adverb, the writer found the word *in there* in the data. The word *in there* is belonging to phrase and have two words. The context of the conversation was place in Olivia's school. In Olivia's school had Fall Sing event. During the event, Evan came too late because he had the same schedule for meeting. Evan came to use the royal accessories such as King's Hat and clothes. Evan used these clothes because he wants to entertain Olivia and because of his late, he would like to make Olivia felt proud to have a father like a King. Olivia was pleased when Evan used the King's clothes. The word *in there* refers to the King Hat.

018/EX12/U013/ITM

Evan : Okay, so, now what do we do?

Olivia : "If they disagree, we have to see Qwali, but she's at her mountain castle."

Evan : "Okay. Well, where's the mountain castle?"

Olivia : "There"

The phrase *the mountain castle* consists of three words. The head of the phrase is the word *castle*. The word *mountain* as noun and the word *castle* as noun and the word *the* as an article. That phrase is produced by Evan when he plays together with her Olivia. In the conversation Olivia suggested him to meet Qwali in mountain castle and then they must go there to get answers Evan's questions about his job. They went there because the answer was propability. Kupida strongly agree when Evan's company cooperated with one of the companies named VallaTech and Mopida strongly disagree.

019/Excerpt05/U013/ITM

Evan : Yeah. I'm coming right now. (in lift) Okay, stop, stop, stop. Once is enough. Hey, does Mommy ever make a new friend, you know, in like a...

- Olivia : “You mean Rick?”
 Evan : “Yes, Rick. Is that the guy from Mommy’s work with *the spiked hair* and *the pointed face*? “Hello, I’d like to talk to you for a sec. That guy?”
 Olivia : No, that’s Skip. Rick is tall. Handsome, too. He looks like *Prince Charming*.

The writer found the phrase *the spiked hair, pointed face* and *Prince Charming* adjective + noun phrase including. The phrase *the spiked hair*, the word *hair* as head word and the word *spiked* as modifier and the word *the* as article. The word *hair* as a head word, the word *spiked* as adjective and the word *the* as an article. The phrase *the pointed face* also includes a group of adjective + noun because the word *face* is a head word, the word *pointed* as a modifier and the word *the* as article. The phrase *Prince charming* also has the head of a noun is *prince* and including noun, whereas modifier is the word *charming*. The context of the conversation is Evan and Olivia stand in front of the elevator. Then Evan was curious to Rick and then he asks to Olivia Why Olivia draw him with his mother? Does Rick who has spiked hair, and pointed face. Olivia explained that what Evan meant about spiked hair and a pointed face was not Rick, but Skip. Skip was a friend who so close to his mother.

021/Excerpt 5/U005/ITM

- Evan : “Honey, I don’t know if I have the right stuff for that, you know, supply-wise or skill wise.
 Olivia : “I can help you.”
 Evan : “I got a better idea. How about we leave note for Graciella. She *can make* some pancakes, put them in the freezer, we’ll thaw them out and eat them tomorrow, huh? Yeah?”
 Olivia : “Not what I was thinking”

The phrase *can make* consists of two words and the word *make* is the head of verb phrase and have modal of verb *can*. From the context of the conversation, before Olivia talked about Evan would be king someday. But Evan never said that and Evan might not be king because he did not have the right stuff, supply-wise or skill wise. The conversation took place in the same place, Evan gave advise to Olivia if she could ask Graciella to make pancakes and put in the refrigerator for breakfast tomorrow but Olivia did not want to ask Graciella. She was the person who helped clean up at Evan’s home.

023/EX16/U013/ITM

- Evan : All right, All You Need Is Love. Okay, that’s a good one. That’s The Beatles. Tell you what, here’s what you do. Come over here. I’m gonna get you onstage here.
 Olivia : This is the stage.
 Evan : I thought you’d play the part. No, you’re gonna get on stage and I’m gonna be in the audience. This is gonna be just like you’re at the play. And all the people in the audience all came to see the show. We’re all like, “This is great. Well, I can’t wait to see the show. Who’s in the show? Well, who’s that? I wonder if she can sing.” You’ve got to get *ready now*. You got to get ready, see, ‘cause everybody’s watching, everybody’s watching. And you’re gonna say... there’s nothing you can do that can’t be done.
 Olivia : I can’t.

The phrase is *ready now* adverb phrase of time for explaining the description of time. The phrase *ready now* have the head of an adverb phrase of time is *now* and there is a verb *ready*. The phrase describes a verb that describes the time. The conversation is tell about an Fall Sing event on Saturday that would be held in the Olivia's school. Evan asked Olivia to sing in front of him and he would give supports for her in order to avoid nervous while she stand on the stage.

025/EX16/U011/ITM

Evan : "What song is it?"

Olivia : "Here, this page."

Evan : "All right, All You Need Is Love. Okay, that's a good one. That's The Beatles. Tell you what, here's what you do. Come over here. I'm gonna get you *on stage* here."

Olivia : "This is the stage."

The phrase *on stage* included adverbial of place because it shows the description of the place. The word *on* is an adverb and the word *stage* is noun. The word *on stage* has meaningful adverb of place. In the context of the conversation above, Evan asked Olivia what song would be used for sing in the Fall Sing Music event. When Evan saw the hymnbook, Evan asked Olivia to sing in front of him and imagine if the place was a building spectacle.

026/E14/U001/ITM

Evan : "I know you say Qwali's never wrong, but I think we both were this time."

Olivia : "If just Mopida says it or just Kupida say sit, it could be wrong. But if Qwali says it, it's never wrong."

Evan : "*Well, I think she kind of was wrong this time.*"

Olivia : "She was not."

This sentence is including to declarative sentence because this sentence indicate the agree opinion end by a full stop. The conversation talk about Evan's doubt for Qwali's opinion if Qwali was Olivia's imaginary friend. However, Olivia said if only Mopida who agree about Evan's questions and Kupida not. Then Qwali also agree so completely so that Olivia accepted what Qwali said.

028/EX05/U009/ITM

Evan : "*Move! Let's move!*"

Olivia : "Hey, you didn't pack my Fall Sing music."

Evan : "Okay, your Fall Sing... Where is that stuff? Okay, here it is! Right here. Right here's your music. Rick?"

Olivia : "I thought you said you were in a hurry."

These excerpt is an imperative sentence because it expresses the command and ended by exclamatory mark. From the context of the conversation, Evan was in a hurry to pick up Olivia went to school and office. Evan told his daughter to breakfast quickly. Evan also forgot to include the Fall Sing Music into his bag and Evan also found Olivia's pictures, they were her mother and Rick. Olivia told Evan to get rush when he saw the picture.

030/EX16/U002/ITM

- Olivia : Daddy? I'm scared about the Fall Sing on Saturday.
Evan : *What are you afraid of?* Your mother told me you were excited about it.
Olivia : Well, everybody has a solo and mine is on the last song. And I start it, so if I mess up, the whole entire song is wrecked.
Evan : *What makes you think you're gonna mess up?*
Olivia : I can't sing.

Those sentences included interrogative sentence because this sentences asks something, and ended by questions mark. From the context of the conversation above, Evan asked Olivia's mom why she was concerned to the Fall Sing Music event, then her mother said that Olivia was very excited with the event. Olivia explained that every child had the opportunity to sing on stage. Then she was afraid if she could not sing well in the event. Evan asked the question to Olivia if what makes you thought you're gonna mess up? Why did you mind if the event would fail? And Olivia replied because she could not sing.

031/EX11/U067/ITM

- Olivia : "She doesn't trust you! She's throwing rocks at you!"
Evan : "Why? Why..."
Olivia : "Duck, Daddy! Duck!"
Evan : "*I'm ducking!* But what did Daddy do? Why's she throwing rocks at me?"

In these conversations show exclamatory sentences for showing expression tells Evan to ducking. In the context of the conversation, Olivia and Evan were playing together and entering into Olivia's imagination. Olivia said that Sopida throwed rocks to Evan because Sopida had never seen someone than Olivia and He did not trust other people who came over to the forest.

2. Types of Language Function

The writer found 6 types of function of language, they are: instrumental, personal, interactional, regulatory, heuristic, and imaginative function.

a. The Instrumental Function

- *Okay. So I call to them in my mind while I spin in a circle*

036/EX11/U020/ITM

- Evan : "Okay. Now what?"
Olivia : "And you kind of call them in your mind while you spin around in circles."
Evan : "*Okay. So I call to them in my mind while I spin in a circle.*"
Olivia : "Yeah."

The utterance is produced by father. The utterance belongs to the response father to his child when the child asked what she wants. In the context of Evan followed all Olivia said and they would enter into the imagination. Olivia gave the steps to get into the imagination.

b. The Personal Function

- *Hey, Kupida and Mopida, how are you? Good to see you. My name is Evan Danielson, and I'm Olivia's dad*

038/EX11/U073/ITM

- Olivia : “Okay, we made it. There they are. Hi, Kupida! Hi, Mopida! Hey. Say something nice.”
Evan : “*Hey, Kupida and Mopida, how are you? Good to see you. My name is Evan Danielson, and I’m Olivia’s dad.*”
Olivia : “They already know who you are.”

The conversation above is personal conversation function as Evan introduces themselves to the imagination friend Olivia. Evan introduced himself as the father of Olivia, but Olivia said that if the imaginary friends already know that Evan is his father.

c. The Interactional Function

- *He’s so excited. And I’m gonna call you every night to say good night.*

039/EX02/U003/ITM

- Trish : “*He’s so excited. And I’m gonna call you every night to say good night.*”
Olivia : “Promise?”
Trish : “You’ll be fine. You’ll be fine.”
Olivia : “Okay.”

The utterance refers to child interacts with her mother. The utterance is produced by the mother with her child. Mother suggested her child to life with her father temporary. Olivia’s Mother gave promise to her child if she would call her every night.

d. The Regulatory Function

- *You’re gonna go to sleep? You promise? Go over there and lay down. Be quiet*

042/EX03/U009/ITM

- Evan : No, you’re sleeping in your room. That’s why you have a bedroom. You go sleep in your bedroom.
Olivia : I do not want to sleep in there.
Evan : All right. *You’re gonna go to sleep? You promise? Go over there and lay down. Be quiet.*
Olivia : I have to work here, all right?

In the context of the conversation, Evan told Olivia to get into the room and went to sleep. But Olivia did not want to sleep in the room and Evan permit Olivia to sleep on his work room and asked Olivia to be quiet and might not to made noisy and did not interfere with the work of Evan.

e. Heuristic Function

- *Wow, the princess sure live in a beautiful forest*

043/EX11/U029/ITM

- Olivia : “Okay, we’re there! Isn’t it beautiful! Come on, Daddy! This way, into the forest!”
Evan : “*Wow, the princess sure live in a beautiful forest.*”
Olivia : “No, because this part’s all burned”
Evan : “Yes, burned from a big forest fire.”

In the context of the conversation, Evan and Olivia were playing together and entering to imagination. Olivia said that they were now in the forest and Evan admires the beauty of the forest. Evan could not directly see the forest because of Evan pretended there was Olivia imagination. Olivia said that the forest has been destroyed by fire.

f. Imaginative Function

- *They finish reading. Olivia's mother gives her a kiss and says, "You know, you really wear me out, but I love you anyway." "Olivia gives her a kiss back and says, 'I love you anyway, too.'" "There you go, sleepyhead."*

044/EX17/U001/ITM

Evan : *"They finish reading. Olivia's mother gives her a kiss and says, "You know, you really wear me out, but I love you anyway." "Olivia gives her a kiss back and says, 'I love you anyway, too.'" "There you go, sleepyhead.""*

Olivia : *"Hey! We didn't talk to the princesses tonight."*

Evan : *"Yeah, you know what, we didn't, but that's okay. It's quite all right."*

Olivia : *"Well, maybe if you want, you can talk to them yourself."*

In the context of the conversation, Evan was reading a storybook to Olivia before bed. Olivia reminded Evan if they did not meet imaginary friend that day because Evan trained Olivia to sing before the gig in Fall Sing. Olivia said if Evan could meet them anytime if Evan wants. Father produces the utterance when he told the story to his child before sleep.

DISCUSSION

After analyzing the data, the writer presents several previous findings to compare with the current findings. The current findings are divided into two terms, they are: the types of language form and the types of language function in caretaker speech. The writer compares this research finding with the previous findings.

The finding of this research shows the utterance from the caretakers have simple form and simple structured. The form of the caretaker's utterance is mostly simple structure. The forms of caretaker's language are word, phrase, and sentences. The writer finds 3 types of words, 3 types of phrases and 8 types of sentences which divided into 2 classifications. The writer used the theory from Frank (1972) for analyzing the types of language form.

The types of word that the writer finds are: 105 nouns or 40,54%, 78 verbs or 30,11%, 68 adjectives or 26,25%, and 8 adverbs or 3,09%. Then, the writer classifies those words into 4 groups, they are: family, daily activity or environment, playing activity and character development. In those groups of word, the writer finds 3 words of family group, 41 words of daily activity or environment group, 27 words of playing activity and 11 words of character development group.

The types of phrase from the data are 23 noun phrases or 42,6%, 24 verb phrases or 44,5%, and 7 adverbial phrases or 12,96%. Then the writer divides each type of phrase into several group based on its construction. In noun phrase, the writer divides 2 groups based on its construction, they are: noun + noun and adjective + noun. The writer finds 20 phrases of noun + noun groups, and 3 phrase of adjective + noun group from the data. Then, in verb phrase the writer divides 2 groups based on its construction, they are: modal+V₁; to have (have, has, had) + V₃ and to be (is, am, are, was, were) + V_{ing}. There are 18 phrases of first group, and 6 phrases of second group from the data. The last is adverb phrase. The writer also divides this phrase into several group, they are adverbial phrase of time, and adverbial phrase of place. The writer finds two phrases of adverbial phrase of time, five phrases of adverbial phrase of place.

Besides, the types of sentence divided into 2 classifications. The first is from its type and second one is from the number of full predication. The writer finds 51 sentences from the first classification, they are: 12 declarative sentences or 23,53%, 14 imperative sentences or 27,45%, 12 interrogative sentences 23,59%, and 13 exclamatory sentences or 35,3%. While, the sentences from second classification, the writer finds 26 sentences. They are: 18 simple sentences or 69,23%, and 8 compound sentences or 30,76%.

The last, the type of language function divided into 6 classifications. The first instrumental function 72 sentence or 77,42%, personal function 5 sentence or 5,37%, interactional function 3 sentence or 3,22%, regulatory function 6 sentence or 6,45%, heuristic function 1 sentence or 1,07%, and imaginative sentence 6 sentence or 6,45%.

The current research is different with the previous research. From the previous study, there are 2 previous study which analyze the type of language function. The first one if from Degaf (2010) and the second one is from Mathycuk (2004).

The first previous study uses the theory from Halliday (1977). The result shows that there are several language functions use the caretakers. The most dominant kind of language function is regulatory function. Then the effective of functions are regulatory function use in 19 utterances, interactional function use in 6 utterances, imaginative function use in 5 utterances, personal function used in 2 utterance and representational function and heuristic function used in 1 utterance.

Then the second previous study uses the theory from Halliday (1997). The result shows that four Halliday's seven functions appeared to be present in the language the parents used with their child. The parent of the subject were seen to use roughly equal amounts of language with the child, the distribution of language function used by mother was importantly different from that used by father, therefore, it is suggest that this difference in CDS aids the language development of the infant by providing more interactive negotiation, which is argued to be crucial factor in language development.

The current research shows that the utterance produced by the caretaker in *Imagine That* movie mostly used simple sentence and mostly belonging to imperative sentence or statement. It can be seen from the data that there are 18 simple sentences and 14 imperative sentences. While, the language function from caretaker's utterance mostly has function as instrumental function with 72 utterances from the data.

CONCLUSION

In this research, the research finding of the current research shows that the utterance produced by the caretaker in *Imagine That* movie mostly used simple sentence and mostly belonging to imperative sentence or statement. It can be seen from the data that there are 18 simple sentences and 14 imperative sentences. While, the language function from caretaker's utterance mostly has function as instrumental function with 72 utterances from the data. The writer gives contribution for English teacher to reference this research to improve and enrich the ability and competence of young learners in teaching English. The caretaker should know what the caretaker speech to the children because the caretaker is the children's first language acquisition who followed. Based on limitation of the study, the scope of the material research is limited on the language form and the language function in caretaker speech found in *Imagine That* movie. The writer realizes this research paper is far from being perfect because this current study explains about the types of language form and the types of language function. Based on analysis the data the writer does not found the caretaker uses all research based on the theories. The writer hopes that researchers can develop this current study in other subject like the types of language form and the types of language function in real life not in the movie.

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