

**THE USE OF LANGUAGE FUNCTIONS
BY THE CARETAKERS OF AUTISTIC CHILDREN
ON “MERCURY RISING” MOVIE**

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Abstrak

Studi ini mencoba untuk menemukan tipe dari fungsi bahasa yang diucapkan pengasuh dari anak autis dan juga untuk mengidentifikasi efek dari penggunaan fungsi bahasa yang digunakan pengasuh dalam berbicara kepada anak autis di film mercury rising. Sumber data dari film ini adalah dialog antara pengasuh dan anak autis di film. Di studi ini penulis menggunakan pendekatan kualitatif. Sociolinguistik juga digunakan untuk menginterpretasikan analisis data. Itu di setuju dengan sociolinguistik sejak penelitian ini meneliti fungsi bahasa yang mana terjadi di pembicaraan yang di gunakan di kehidupan sehari hari, dalam masalah ini pengucapan digunakan oleh pengasuh dari anak autis menggunakan teori yang diusulkan Janet Holmes dari teori fungsi bahasa. Dari hasil analisis, pertama di temukan bahwa tidak semua tipe fungsi bahasa yang terdapat di dialog. Hanya ada empat tipe fungsi bahasa yang muncul di dialog. Mereka adalah direktif, ekspresif, referensial, dan phatic. Yang kedua adalah efek penggunaan fungsi bahasa yang dilakukan pengasuh yaitu sebuah respon yang diberikan anak autis seperti respon verbal dan respon non verbal.

Kata kunci: Fungsi bahasa, Pengasuh, Anak autis.

Abstract

This study tries to find out the types of the language functions in the utterances of the caretaker an autistic children and also to identify the effects of using language function that are used by caretakers in talking to autistic children in the movie. The source of the data of this study is dialogue between the caretakers with autistic in the movie. The writer uses the qualitative approaches in doing this study. Sociolinguistic used to interpret the data analyzing. It deals with sociolinguistics since this research examines language function which occurred in the utterances used in daily life, in this case, the utterances used by caretakers of autistic children. In analyzing the data this study employs theory proposed by Janet Holmes's theory of language functions. From the analysis as results, first it's found that not all types of language function occur in the dialogues. There are four types of language function occur in the dialogues, they are directive function, expressive function, referential function, and phatic function. Second, the effects of using language function are a responses that are given by autistic children such as verbal response and non verbal response.

Key words: *language function, caretaker, autistic children*

INTRODUCTION

A primary function of language is for human to convey information to each other or request services of some kind in a variety of situations (e.g., relating events that happen to them, giving someone directions, asking for services such as in a shopping or other service encounter). In doing communication, people may not realize that there are spoken or written sentences which carry several functions. The function here refers to the language functions. As an example if a man says "Put my book on the table!", this sentence carries a function; it is directive. Directive means asking someone to do something. People can see clearly that the sentence above is directive because the man asks the hearer to put his book on the table. The writer believes that the example of the utterance above is spoken a lot or often heard by people. However, people do not realize that it carries function. Besides, in doing communication, the writer

believes that people speak with a specific. The writer has already defined the purpose of his or his speech. When people speak to others with purpose, certainly the listener might be able to get the message of the talk. On the other hand, if the speaker speaks with no purpose, of course the listener might get confused because the listener does not know the point or the idea of his speech.

As cited by Kessler (1992:92) from Olsen, language functions refer to the way we can use language to achieve communication process, to get listeners to understand what we are saying. We use language, specifically sentences, as a tool to deliver our ideas to others. Barnes (1973) makes a distinction that sentence performs two functions at once. It conveys the overt message and at the same time sets up or confirms the social identity and relationship of the people who are speaking or writing to one another.

According to Halliday (1992:45), a functional approach to language means, first of all, investigating

how language is used: trying to find out what purposes that language serves for us, and how people are able to achieve these purposes through speaking and listening, reading and writing. By looking at this sentence, the writer infers that actually, language function or the function of a language here refers to the purpose itself. It means that by noting the message, people can understand the purpose conveyed by someone's talk.

Holmes (2001:259) has placed the functional categories under eight headings: they are referential function, directive function, expressive function, phatic function, metalinguistic function, poetic function, heuristic function, and Commissive function. Note that not all possibilities are included; instead, an array of functions is listed to exemplify each category. Each of those functions has its own characteristics and purposes. Furthermore, they are usually used by adults to know the child's language comprehension, so they can modify their language when they are communicating with children.

In communication to children with different ability, especially with autistic children who is not currently using words, language is still possible through other means. In normal circumstances, the human infant is certainly helped by the typical behavior of the adults in the home environment. A child may be taught to use various ways of utilizing their language skills to convey meaning. These may consist of gestures/signaling, eye contact, facial expression, vocalizations or manual tools such as communication pictures/boards/books. Adults can be parents, brother, sisters, a babysitter, and other caretakers in order to bring the language faculty into the operation with a particular language (Montgomery, 1986: 9).

Children with autism, they are unlike other children, they need helps from others such as; parents at home, therapist in autistic therapy, and teacher in school. They have difficulties to communicate and hard to do something. Leo Kanner, a psychologist from John Hopkins University, introduced the term autism for the first time. He used the term autism to refer to a child who socially did not want or could not interact with other and is only interested in his own world. This child has to try very hard to master verbal language. Their language develops slowly or not at all. However, they are still capable to learn. Children with autism learn considerably less from the environment. Therefore, parents, teachers, relatives, even peers must consider that autistic children need a very structured environment of learning, such as learning to read, write and doing arithmetic. Parents, therapist, and teachers spend a lot of time helping autistic children to learn how to do something or how to understand a word by making some adjustment in their utterances.

In talking to autistic children; parents, therapist, and teacher use special ways which are different when they are talking to normal children like use a simple sentence, clear voice, and sometimes using low and soft tones. The characteristically simplified speech style adopted by someone such as mom, dad, grandma and grandpa, who spends a lot of time interacting with a young child is called caretaker speech. As the definition

suggest, one of the characteristics of the caretaker speech must be simple, which means simple sentence structures. Then they have to modify their speech and they must be able to gain the trust of the child and create an environment in which the child enjoys having them around.

Concerning this issue, the adults who interact in children's social life have the responsibility to inform the language system. What adults say to children gives them information about structure and function of language they are to acquire. The problem is that young children know very little about structure and function of adults' language. Several words can have different meaning for children from those of adults. Adults tend to use different types of speech to converse with little children. They will modify their speech to the point where children give some evidence of listening, talking to what is said and responding appropriately. Thus, it is related to the general goal of speakers, to get listeners to comprehend what they are saying (Clark & Clark, 1997: 320).

As this research is a case study, the writers would like to explain about a case study. Nowadays, conversation cannot be separated from human's life because it becomes the significant way for exchanging their opinions. It can be found in many kinds of ways in human's daily life. Movie is one of the examples, which usually contains conversation between the characters to share and convey the information as a mean of communication. Movie can be defined as an image of human life where the situation and setting of the conversation reflect to the real life. It contains moral and social values which are modified into many kinds of way in order to the audience can receive it easily. In addition, there is also possibility that function of language appears in the movie because it reflects the real situation of society.

Functions of language are chosen to be analyzed because language itself serves a range of functions, such as: for the media of personal relationship, for creating the imaginary systems and so on. An utterance may have one or more functions depending on the context of the situation, while variation in sentence forms may carry the same function (Kessler, 1992). The Most people who had experience speaking with little children have strong feelings that their speech with little is quite different from their other speech. Considering those facts, the writer found a movie which demonstrates conversation process between adult as a caretaker and autistic children, under the title *Mercury Rising*.

Mercury Rising is a 1998 American action thriller movie starring Bruce Willis and Alec Baldwin. The social stigma and discrimination of autistic children is present in the movie *Mercury Rising*. The reason of choosing this film as object of this study is because it tells about the way people communicate with autistic children until the autistic children can do anything that any other child could do. The movie is based on Ryne Douglas Pearson's 1996 novel originally published as *Simple Simon*. Willis plays Art Jeffries, an undercover FBI agent who protects a nine-year-old boy with autism

who is targeted by government assassins after he cracks a top secret government code., it is more helpful to study about the way language functions used in talk with autistic children.

In this case, sociolinguistic becomes one of the important fields in understanding the autistic child. Since by studying sociolinguistic especially function of language, adults especially those who understand sociolinguistic can gain some understanding concerning the autistic child. Sociolinguistics will be concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and how languages function in communication. Function of language itself is a function which is for a convey information and expressing social relationship. In addition based on Holmes (2001) it conveys the overt message and at the same time sets up or confirms the social identity and relationship of the people who are speaking or writing to one another.

Many studies about language functions have been conducted in other university which studied about a language functions. The study deals with a teacher in teaching two years old children. She works her study under the title, "A Study of a Teacher's Instruction in 'Getting Things Done' Language Function Used in Teaching Two Year Old Children at IVY School". "Getting things done" language function is essentially one of language function that is used to manipulate and control the environment, to cause certain events to happen as well as to satisfy material needs. The aims of her study is to find out the pattern that are used by IVY teacher in getting the children to do something in a class. In her study, she used the theory of language functions proposed by Van Ek & Alexander (1976).

From the several phenomena above, the writer prefers to work on the research about the media, which is movie. Beside, the writer uses theories of Holmes (2001) that may be the most appropriate to investigate language functions used by the caretakers of autistic children in "Mercury Rising".

Based on issues this study to find (1). What types of language functions are used by the caretakers in talking to autistic children in "Mercury Rising" movie?. (2). What are the effects of using language function used by caretakers in talking to autistic children in "Mercury Rising" movie?

RESEARCH METHOD

The writer used qualitative approach in doing this study. Moleong's opinion that qualitative research is a research of which data in the form of written or oral word are descriptively analyzed (2007:6). Qualitative research is done by describing the phenomenon found in the data, then continued with general conclusion. The writer uses qualitative method, since it analyzed the data in the form of utterances descriptively based on language functions found in the film.

This study focused on the analysis of language function used in the dialogue between the caretakers with autistic in Mercury Rising movie. The data source of this

study is Mercury Rising. From the data source, the writer analyzed and investigated the utterances in talk with autistic children based on time sequence appearance which was dealing with language function as the data. The choice of utterances by the caretakers in talking to autistic children as a primary data because it could perform different types of language functions.

Data instrument is very important to obtain the data of this study for it is set of methods, which is used to collect the data. The main instrument is the writer himself, since it is him who observed the objects, obtained the data, and analyzed them as well. As stated by Moleong (2005: 9) that a human instrument is used in a research because only human who has capability to understand the real condition of the research subject. The proponent instrument of this study is a video of Mercury Rising from internet. Its because the data of this study were taken from this.

The writers collected the data by watching the film based on the time sequence appearance and transcribing the utterances into written text. First, the writer watched the film in order to get deep understanding about how the caretakers talk to autistic children. Then, the writer transcribed the dialogue into text. Last, after making a transcription, the writer coded the dialogue that performing language functions from the beginning up to the end based on the time sequence appearance.

After collected the data, it can be further analyzed as follows. First the writer got the data by transcribing the film dialogues into text and documenting.. Second the writer transcribes the data based on the following chronological order. Third the writer coded the data by selecting important and appropriate utterances with the research questions based on the time sequence. After that, the data were analyzed through the following steps. First, in the section data presentation and analysis, the data were presented and analyzed based on the time sequence appearance. For each the time sequence appearance, the datum was analyzed to find the type of language function and effect using of language functions used in each datum based on theory of language functions of Holmes. The eight classifications of functions of language proposed by Holmes (2001:259) are directive, referential, expression, phatic, metalinguistic, heuristic, poetic, and commissive. The effect here is a response that giving by autistic children whether verbal or non verbal. For example:

DATA ANALYSIS

1. The Types of language functions are used by the caretaker

This part analyzed about types of language functions are used by the caretakers. There were four types which have their own characteristics. It tend to analyze which utterances that belong to sub types of language functions.

1.1 Directive Function Datum 1

Teacher 1 : **Look. I have something very, very special (show the puzzle) You like these puzzles, don't ya?**

Simon : (looking the puzzle and hold it).

From the data above in datum 1 the caretaker is a teacher. Here the caretaker is using directive. It is because the caretaker gives a command to Simon to follow her instructions. The Caretaker wants to request an action from Simon. The Caretaker gives instruction to look what the caretaker brought to him and the caretaker used it to ask whether he likes it or not. It shows by using question tag. When the caretaker shows the puzzle, it seems Simon is interested. It shows he giving a non verbal response by look and touch the puzzle. The caretaker uses gestures prompt because Simon needs gestures help to response correctly about her command.

Datum 4

Teacher 2 : **Look at me. (Using body language)**

Simon : Good morning, teacher.

In this utterance the teacher is using directive function. It is found because teachers making request an action by imperative statement and also body language. It shows by teacher want him to do something. Here teacher wants Simon look into her eyes. Before it Simon does not look towards his teacher when the teacher says greeting to him. It is done because Simon has difficulties making eye contact with others. In the setting Simon can understand what the teacher said. It shows by repeat his words. It shows that the child is giving a response verbal.

Datum 5

Mother : **Simon put down the phone.**

Simon : (he put down the phone)

After Simon comes from school, he is drinking the milk. Then, he is going to his room. In his room Simon open the puzzle and he looks interesting what is inside the puzzle. On a page, he finds something in the form of a random number. Then he tries to calling the number. At the same time his mother knows it and giving order to put down the phone. The mother produces one utterance. Mother is using directive function. It is found because mother giving order by imperative statement. It shows by mother wanted him to do something. This function of language is used by mother to regulate their autistic children behavior. In this setting, Simon gives a non verbal response to what mother told to put down the phone even though he does not get help from his mother to perform the order.

Datum 7

Simon : (revolted)

Art : **Quiet! Quiet!**

In the utterance the caretaker is using directive function. It was found because the caretaker is giving order by imperative statement. It shows by the caretaker

wanted him to do something. In this case the caretaker gives a command to Simon in order to get attention from him to follow his instructions. At the time Simon was picking up by the caretaker and Simon is screaming. Then the caretaker lets him go off of his hand. In fact the response that given by Simon is to be quiet. It shows the response is a non verbal.

Datum 9

Simon : Mommy! Daddy!
Mommy! Daddy!
(scream)

Art : **Simon, ho. Hey! Now look. Who's this? Is that your mommy right there? Is that your mommy? (show the photos)**

Simon : Mommy! Mommy!
Right there.

This conversation took place in the same situation but in different contexts. Simon was looking for his parents with scream louder in the ambulance. Simon keep said "mommy, daddy". Then the caretaker takes the photos of mom to make Simon feel calm. the caretaker is using directive function. It was found because the caretaker making request an action by interrogative forms. It shows by caretaker asking him to do something. Here, the caretaker wants Simon to look the picture. The caretaker shows the picture of mother to Simon. It is done in order to make Simon feel calm and to get his attention. The caretaker also uses gestural prompt by showing the picture. In the setting Simon can understand what the caretaker request is. It shows by Simon gives a response verbally by pointed the finger to the picture and answered what is showing by the caretaker.

Datum 11

Simon : (screaming)

Art : **get up in that seat.**

This dialogue took place in the hospital when Art would bring Simon to an ambulance car from the pursuit of a murderer. On this utterance the caretaker uses directive function. it was found the caretaker is giving order for Simon to get in the seat of car. It happened when a murderer would take Simon and to kill him. Fortunately before the murderer takes Simon, the caretaker knows firstly and carries out from the murderer. In this case when they were get in the car, the caretaker tells Simon to sitting and then Simon does not screaming again. Maybe in this case Simon feels comfort because the caretaker was protecting him. It shows the response that is given by the children is a non verbal response.

Datum 12

Art : **All right, leave it off. Leave it off. Come on, Simon. We don't need any more attention right now.**

Simon : (scream and play the sirine buttons)

Art : **Leave it alone, all right?**
Simon : (still play the buttons)

Art

**:Keep off the buttons.
 Okay, okay,okay! (Lets him
 play the buttons)
 Leave the buttons alone,
 goddamn it!
 Please. Please.**

This datum is a situation where the caretaker and Simon were in a ambulance car after they both escape from the murderer. At the time the caretaker was driving and Simon is playingsirine. While in the halfway Simon is continuing to play Sirine and then the caretaker is to forbidden because the caretaker won't to attract the attention of many peoples. In this datum , the caretaker produces 7 kinds of utterances. All of utterances are using directive function. It is because the caretaker gives a command to Simon to follow his instructions. The caretaker wants to request an action from Simon.

In the first utterance the caretaker gives instruction to turn off the sirine. But Simon gives a non verbal response by he does not listen. He just plays itself. Whereas in second utterances it almost same with first utterance, here the caretaker repeat his words to give command to Simon to turn off the sirine as soon as possible. In this case Simon gives a verbal response by he does not listening what the teacher said. Here the caretaker also explaining if they do not need more attention. The caretaker also uses gestures prompt because Simon needs gestures help to response correctly about his command. On third utterance it was found because the caretaker making request again to Simon. Then, on the fourth utterance the caretaker used it to repeat his words until three time what his words. It shows by the caretaker said "keep off the button". Here Simon gives a non verbal response with continuing play the button and it makes the caretakers a little bit screaming. In the fifth utterances the caretaker gives up by allowing Simon plays sirine. It shows by the caretaker lets Simon to playing the buttons. That is due to Simon keep continuing the sirine. In the sixth utterance the caretaker used directive function it shows by the caretaker said "leave the button alone". It means the caretaker is giving command again to stop playing sirine. Here the caretaker used rude utterance. It shows by he said goddamn it. Then the last utterances also used directive function. It was found the caretaker is making request to Simon. It shows by he said "please please". It means the caretaker used politeness strategy in making request. The caretaker told him with soft voice and politely. Finally Simon is giving a response non verbal with stop playing the sirine.

Datum 13

Art : Get down!
Simon : (facedown)

This situation occurred after Simon stop play the sirine of an ambulance. At the time the situation has been calm down then suddenly there is a car approaching to their car and apparently the murderer who wants to kill Simon and the murderer try to shoot the guns to Simon but it is not on target. Because the caretaker telling to Simon to facedown.

In datum 13 the caretaker produces 1 utterance. the caretaker is using directive function. It is because the caretaker gives a command to Simon to follow his instructions. The caretaker is making request by imperative statement through using question tag. It shows by the caretaker said get down. The caretaker wants to request an action from Simon. It was done because the situation very terrible. The caretaker also uses physical prompt because Simon need physically help to response correctly about his command. In this case, the caretaker encourages Simon 'shoulder quickly. Then Simon gives a non verbal response with stooping his body.

Datum 16

Simon : (playing the button ring)

**Art : All right
 (Using gestures)**

Simon : (stop plays the button ring)

From the data above in datum 16 the caretaker uses one utterance. it has the same language function, the language function is directive function. This situation occurs when Art and Simon come to house of Art's friend. When to come in front of the door Simon is playing the button ring continuously. Then Art is making request to Simon that what has been done by Simon is enough. After the door is open, Art is request Simon to following him.

The caretaker is using directive function. It is because the caretaker is making request to follow his instruction. The caretaker wants Simon to stop what he does because what has been done by Simon is enough. Here the caretaker also gestures by using his hand. In this case Simon gives a non verbal response by he did not say anything but he stops playing the button ring.

Datum 19

**Simon : "J" street to west
 t twenty-third street.**

**Art : You know where we're
 going'?**

Simon : Simon is going home.

In this conversation occurs in the car. At the time in the middle of journey Simon remember when the streets where the road to his house. Here Art ask to Simon where we going. The caretaker is using directive function. The caretaker is requesting information by interrogative statement through using question tag. It shows by the caretaker ask where they are going to. The caretaker wants to request an answer from Simon. In this case Simon gives a verbal response by answer the caretaker question.

Datum 17

**Art : Come on, Simon, let's go.
 Come on.**

Simon : Mommy, Daddy.

**Art : Let's go. Come on. That's it.
 Come on.**

Simon : (walk following it)

This conversation occurs when Art and Simon was in the Simon's house. Simon want to go home because he misses the parents. In fact the house is forbidden to go inside. It because in front of the house there is police line but Art is ignoring it. When was inside the house Art is looking outside house if there is police. Then Art and Simon go to outside by door back.

On utterance number the caretaker is using directive function. It was found because the caretaker giving order by imperative statement. It shows by the caretaker wanted him to do something. The caretaker gives a command to Simon in order to get attention from him to follow his instructions to go outside house because there is police. At the time Simon was looking the photos of his parents. In fact in this first utterance Simon is ignoring what the caretaker saying.

The caretaker is also using directive function. It was found because the caretaker is repeating what is saying before. In previous utterance Simon is ignoring Art. So that Art giving instruction again to go outside from the house. In this second time Simon gives a non verbal response by following it to go to outside.

Datum 21

Simon : Mommy, Daddy.

Art : **Let's go. Come on. That's it. Come on.**

Simon : (walk following it).

This conversation occurs when Art and Simon was in the Simon's house. Simon want to go home because he misses the parents. In fact the house is forbidden to go inside. It because in front of the house there is police line but Art is ignoring it. When was inside the house Art is looking outside house if there is police. Then Art and Simon go to outside by door back. It was found because the caretaker is repeating what is saying before. In previous utterance Simon is ignoring Art. So that Art giving instruction again to go outside from the house. In this second time Simon gives a response non verbally by following it to go to outside

Datum 22

Art : **Hey, partner... I need your help with something. It's a puzzle Can you help me with a puzzle?**

Simon : Puzzle.

This conversation occurs in a place centre agent data. When Art is feeling confused with puzzle. Here Art need helps Simon to solve the problems. The caretaker is using directive function. It was found the caretaker is requesting information by declarative statement through using question tag. The caretaker confuses and he need helps Simon to solve the code. Here Art is using words "puzzle". It makes Simon interested because he likes puzzle. In this case Simon gives a verbal response with saying puzzle.

Datum 25

Art : **Hey, Simon, look at me. Look at me, Simon.**

Simon : (he looks art and hugs it)

On the last utterance the caretaker is using directive function. It is because the caretaker gives a command to Simon to follow her instructions. The caretaker wants to request an action from Simon. The caretaker gives instruction to look him which has brought the puzzle. The caretaker told him with soft voice and politely. So that in directive function he gives a non verbal response by following what is the caretaker says and Simon hugs Art.

1.2 Expressive function

Datum 2

Simon : (walking to the his bag with bring the puzzle)

Teacher 1 : **That's great**

On this utterance the teacher is using expressive function. It is because she saying that's great. It means the teacher to express personal feeling by praise to Simon who has listened well. She appears happy with raising her smile to Simon. In this datum using expressive function that is used by caretaker to autistic children is going well. In datum2 the teacher is showing the puzzle. As the result the response that gives by the autistic children is a response non verbally. It shows by Simon walk to his bag with bring the puzzle after listening what is the teacher saying.

Datum 7

Simon : (scream)

Art : **No, no, no, no! Simon! All right.**

The situation happened when the caretaker wants to take Simon from a cupboard. Simon is hiding from a stranger that kills the parents. Then Simon does not want to take by the caretaker. He feels scared to stranger. In this datum the caretakers shows feel dislike what Simon do. The caretaker wants to express her own feeling to Simon that what has been done by Simon is not allowed but forgivable. In this case, the caretaker tries to convince Simon that what is being done by Simon is okay and everything will be fine. When the caretaker says that, Simon finally stops revolting and seems more calmly. It shows the response is a non verbal.

Datum 15

Simon : No! Art is a stranger! Art is a stranger!
(Screaming loud)

Art : **Okay okay! All right.**

Simon : Art is a stranger.
(voice slow).

On utterance numberthe caretaker is using expressive function. In this datum the caretakers shows feel angry to Simon but he also Smile. The caretaker wants to express her own feeling to Simon that what has been done by Simon is not allowed but forgivable. In this case, the caretaker tries to convince Simon that what is being done by Simon is okay and everything will be fine. When the

caretaker says that, the response is Simon to reducing his voice and seems more calmly.

Datum 18

Simon : Daddy is going to sing.
 Art : **I told you. Your daddy is not here now!**
 Simon : Daddy is going to sing.
 Art : **Oh, god. How I can supposed to explain this?**

On utterance the caretaker is using expressive function. In this datum the caretakers showing feel by using personal feeling with little bit annoyed to Simon. It shows by the caretaker using different choice and high intonation. It because Simon does not listen what is the caretaker said. In this case Simon is always repeating his words although before the caretaker has already told him. It shows the response that given by the Simon is a verbal response.

The second utterance the caretaker is also using expressive function. It was found because here, the caretaker gives expression if he gives up and confuses. It was happened when the caretaker wants to explain to him until three times if his father is not here. In the setting the effect is same with previous utterance he is just repeating his words.

Datum 20

Simon : Simon is going home.
 Art : **Yeah. Simon is going home.**

In this datum the caretakers showing feel by using personal feeling with gives a praised to Simon. It shows by the caretaker using expression positive. The caretaker gives praise because Simon remembered his house very well. Although the caretaker is known that Simon was missed his family. In this case Simon seems want to meet his mother and he gives a response verbally by saying if he is going home

Datum 23

Simon : "Today." 12:00 o'clock The Wrigley Building
 Art : **Good boy**

Same with previous datum this conversation occurs in the same place but different context. At the time Art and Simon walk to the room then Art wants Simon to looks the computer and Simon did well. In the utterance the caretaker is using expressive function. The caretaker brings praise expression. It was found because Simon did well. Simon can read the code on the computer. In this case Simon is giving a non verbal response by keep continuing to find out the secret code until he can read it. The caretaker wants to have a good and close relationship with Simon in order to get his attention which he is an autistic children who needs especially attention.

1.3 Referential function

Datum 6

Father : **Time for bed, Simon.**
 Simon : (Simon towards to his father)

Father : (hug and carry to Simon).

One day, his father comes from the office. Then asks to his wife about where is his son. The wife told him that Simon was in his room. By a little bit of feel missed father runs go to Simon's room with screaming give the praise. In the setting father produces one utterance. Father is using referential function. It was found because father conveys the information about time for sleep. It shows by father wanted him to go to sleep. In the setting Simon can understand what the father says. Then, Simon come to his father and hugs it and he fell asleep on his father's lap. Maybe this is one of the habit that father did. It show that response from Simon is a non verbal

Datum 8

Simon : (crying)
 Art : **all right. Simon, We're gonna unstrap you.**
 Simon : (scream louder)

This situation happened in an ambulance when Simon was brought the ambulance to hospital. At the time Simon is crying because his body was strapped. It seems, he does not want to go to the hospital. He is always screaming looking for his mommy. Then, the caretakers try to persuade him to open up the strap but Simon keeps screaming louder. The caretaker keep try to make him calm. It seemed the effort of the caretaker is not success.

The caretaker is using referential function. It is because the caretaker wants to tell about something. The caretaker tells him if he will open up the strap. It is done to make him feel calm. In the setting Simon does not listen to what is the caretaker said. Simon keep crying and screaming. It shows the response that given by the children is a response verbal.

Datum 10

Art : **Do not touch. It may be hot. (Showing the picture of stovetop)**
 Simon : (his finger does not pointed)
 Art : **my name is art. I am your friend too.**
 Simon : (scream)
 Art is a stranger!

This conversation is occurring when the caretaker was showing the picture of peoples that known to Simon. Beside there is also a picture of stovetop. At the time the caretakers also were introducing himself to Simon. Then Simon is screaming. Maybe it makes Simon remembering if the caretaker is a stranger.

First utterance the caretaker is using referential function. After showing the picture of people that Simon knows there is a picture of stovetop. Then the caretaker is giving warning that the stovetop is forbidden to touch because it may be hot. In the setting Simon can understand what the caretaker means. It shows by Simon gives a response non verbally by he does not to pointed his finger to the picture.

In second utterance number, it is because the caretaker wants to tell about something. It means the caretaker want to introducing himself if his name is Art.

The caretaker also makes closer relationship with Simon by giving information if the caretaker also his friend. It is done in order to making Simon feel calm. In the setting Simon is listening to what is describing by caretaker. But Simon keeps screaming with said if Art is a stranger. It shows that Simon gives a response verbal by keeps screaming and he said of Art is a stranger.

Datum 14

Art : Art. That's me. I'm your friend.
See? Art is your friend.
(Writing his name on the paper)
Simon : No! Art is a stranger! Art is a stranger!
(Screaming loud).

This dialogue still occurs in a train same with previous datum. At the time Art want to introduce himself again and try to explain if he is not a stranger. Art explained to Simon that he is his friend. When Art is to explain that he is a his friend then Simon screaming loud. His screaming makes attention of many people. To make Simon calm, art is to give in and finally Simon to reduce his voice.

The caretaker is using referential function. It was found the caretaker is conveying the information about himself. It shows by the caretaker want to introducing himself to Simon. The caretaker also wants to explain that he is a friend not a stranger. In the case actually Simon is listening what is described by the caretaker but Simon gives a response verbally with screaming loudly. It happened because Simon still to consider that Art is a stranger.

Datum 17

Simon : Daddy is going to sing.
Daddy is going to sing.
Art :Daddy's not here right now, Simon.
Simon : Daddy is going to sing.

In datum 17 the caretaker is using referential function. It was found the caretaker is conveying the information about Simon's father. then Art is told to Simon if his father is not here right now. Maybe at that time Simon was feeling miss his father. The caretaker doing that to make Simon does not feel sad. In this case Simon gives a verbal response by kept to continuing his words.

Datum 16

Simon : Simon is going home.
Art : Yeah. Simon is going home.

In this conversation occurs in the car. At the time in the middle of journey Simon remember when the streets where the road to his house. Here Art ask to Simon where we going. Then Simon gives a right answer if he is going to go home.

Datum 25

Art :I brought you some new puzzles.
Simon : (he looks the puzzle).

On the utterance the caretaker is using referential function. It was found the caretaker is conveying the information about what his brought. It appearances when Art visiting Simon and he bring the puzzle for Simon. Art knows if Simon likes puzzle. The caretaker do that to make Simon does not feel sad. In this case Simon gives a non verbalresponse by looking the puzzle.

1.4 Phatic function

Datum 3

Teacher 2 :Good morning, Simon.
Simon : Good morning, teacher.
he doesn't look the teacher)

This is conversation between teachers 2 with Simon. The setting is in the classroom. Before it Simon is in outside classroom. The teacher is using phatic function. It is found because teacher is using the most common speech acts in everyday interactions, it consists of greetings. Here, teacher says greeting with smile. Simon gives a response with the reply greeting from teacher although he does not look towards his teacher. It shows that a response by the children is verbal.

Datum 24

Art : Hey, Simon. How you doin', partner?
Simon : (he looks the puzzle)

This conversation happened in the school of autistic children. Where art is visit Simon who studies there. At the time Art also brings the puzzle for Simon as a gift. On the first utterance the caretaker is using phatic function. The caretakers showing feel by using personal feeling with solidarity to Simon. It shows by the caretaker using different choice by calm. It was found because the caretaker is using the most common speech acts in everyday interactions; it consists of greeting. It shows by the caretaker want to expresses information about social relationships. Here, the caretaker saying greeting with smile. Simon gives a non verbal response with the look towards to the caretaker.

2. The effect of using language function that are used by caretakers to autistic children

The effect of language used in the form of utterances is to indicate some responses that given by the autistic children whether verbal or non-verbal. From finding above, it reveals that the utterances are used by the caretakers have its own language function and effects. Those are responses by autistic children either verbal or non-verbal response such as in datum 1 the teacher gives a command to Simon to follow her instructions. Teacher want to requesting an action from Simon. The teacher gives instruction to look what the teacher brought to him. The teacher told him with soft voice and polite. So that in

this case the effect is a no verbal response that given by the children with looks the puzzle and touches it softly.

In datum 2 from using expressive the effect that given by the autistic children is a non verbal response. It shows by Simon walking to his bag and bringing the puzzle after listening to what is the teacher saying. Then walking to the his seat. To get his attention the teacher using manual tools such as puzzle.

In datum 3 from using phatic. Here, teacher says greeting with smile. Simon gives a response with the reply greeting from teacher although he does not look towards his teacher. It shows that a response by the children is verbal. Simon can understand what the teacher said. It shows by repeat his words. As added the caretaker using body language.

In datum 4 from using directive function, Simon gives a verbal response. Here the teacher wants Simon look into her eyes. It is done because Simon has difficulties making eye contact with other. In the setting Simon can understand what the teacher said. It show by repeat his words.

In datum 5 his mother told to put down the phone. Before called number that he got from puzzle. In the setting Simon gives a non verbal response by put down the phone even though he does not get help from his mother to perform the order. This function of language is used by mother to regulate their autistic children behavior.

In datum 6 from using referential function. Simon can understand what the father says. It shows Simon come to his father and hugs it and he fell asleep on his father's lap. The response from Simon is a non verbal. Maybe this is one of the habit that father did.

In datum 7 from using expressive function is non verbal response. It shows by Simon finally stops revolting and seems more calmly and Simon is to be quiet. In this datum the caretakers shows feel dislike what Simon do. But the caretaker wants to express her own feeling to Simon that what has been done by Simon is not allowed but forgivable.

In datum 8 from using referential function. Simon does not listen to what is the caretaker said. Simon keep crying and screaming. It shows the response that given by the children is a response verbal. The caretaker tells him to make him feel calm.

In datum 9 from using directive function. Simon can understand what the caretaker request is. It shows by Simon gives a response verbally by pointed the finger to the picture and answered what is showing by the caretaker The caretaker shows the picture of mother to Simon. It is done in order to make Simon feel calm and to get his attention.

In datum 10 from using referential function. Simon can understand what the caretaker means. It shows by Simon gives a response non verbally by he does not to pointed his finger to the picture. the caretaker is giving warning that the stove top is forbidden to touch because it may be hot. And then Simon is listening to what is describing by caretaker. It means the caretaker want to introducing himself if his name is Art. The caretaker also makes closer relationship with Simon by giving

information if the caretaker also his friend. It is done in order to making Simon feel calm.

In datum 11 from using directive function. In this case when they were get in the car, the caretaker tells Simon to sitting and then Simon does not screaming again. Maybe in this case Simon feels comfort and not screaming because the caretaker was protecting him. It shows the response that is given by the children is a non verbal response.

In datum 13 from using directive function. The caretaker wants to request an action from Simon. It was done because the situation very terrible. The caretaker also uses physical prompt because Simon need physically help to response correctly about his command. In this case, the caretaker encourages Simon 'shoulder quickly. Then Simon gives a non verbal response with stooping his body.

In datum 14 from using referential function and datum 15 from expressive function in the case actually Simon is listening what is described by the caretaker but Simon gives a response verbally with screaming loudly then Simon to reducing his voice and seems more calmly. In this datum the caretakers shows feel angry to Simon but he also Smile. The caretaker wants to express her own feeling to Simon that what has been done by Simon is not allowed but forgivable.

In datum 16 from using directive function the caretaker wants Simon to stop what he does because what has been done by Simon is enough. Here the caretaker also gestures by using his hand. In this case Simon gives a non verbal response by he did not say anything but he stops playing the button ring

In datum 17 referential function Art is told to Simon if his father is not here right now. Maybe at that time Simon was feeling miss his father. The caretaker doing that to make Simon does not feel sad. In this case Simon gives a verbal response by kept to continuing his words

In datum 18 expressive function. Simon gives a verbal response by kept to continuing his words. The caretaker doing that to make Simon does not feel sad then the caretaker showing feel by using personal feeling with little bit annoyed to Simon. It shows by the caretaker using different choice and high intonation.

In datum 19 from using directive function the caretaker ask where they are going to. The caretaker wants to request an answer from Simon. In this case Simon gives a verbal response by answer the caretaker question.

In datum 20 expressive function. Simon gives a verbal response by answer the caretaker question and Simon says want to go home. Here the caretakers showing feel by using personal feeling with gives a praise to Simon. It shows by the caretaker using expression positive. The caretaker gives praise because Simon remembered his house very well.

In datum 21 from using directive Art giving instruction again to go outside from the house. In this second time Simon gives a response non verbally by following it to go to outside.

In datum 22 expressive, The caretaker confuses and he need helps Simon to solve the code. Here Art is using

words “puzzle”. It makes Simon interested because he likes puzzle. In this case Simon gives a verbal response with saying puzzle.

In datum 23 referential. Simon gives a non verbal response. At the time Art and Simon walk to the room then Art wants Simon to look the computer and Simon did well

In datum 24, the caretakers showing feel by using personal feeling with solidarity to Simon. It shows by the caretaker using different choice by calm. It appearances when the caretaker visiting Simon and he bring the puzzle for Simon. Art knows if Simon likes puzzle. The caretaker do that to make Simon does not feel sad. The caretaker told him with soft voice and polite.

In datum 25 the caretaker wants to request an action from Simon. The caretaker gives instruction to look him which has brought the puzzle. The caretaker told him with soft voice and politely. He gives a non verbal response by following what is the caretaker says and Simon hugs Art.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research question and discussion of the data presentation and analysis, the writer would like to convey conclusion as presented. The language functions that are used in conversation between the caretakers and autistic children based on time sequence appearances in mercury rising movie are directive function, expressive function, referential function, and phatic function.

Moreover the language function mostly used in the film is directive function. Second is expressive function, third is referential, and then phatic. Directive is becoming mostly used because when the caretaker talking with autistic children sometimes used body languages and manual tools like a puzzle. In the study, overall the writer found about 41 utterances that are used by caretaker in talking to autistic children.

The effect in this film is a responses that given by autistic children. In this film there are two response such as response verbal and non verbal. All of the effect that occur have been mention as the real response. The effect will appear when the caretakers give a command and massage the behavior of autistic children. So that, based on the data we can see that all of language function that used by caretaker such as directive function, expressive function, referential function, and phatic function are give an effect verbal response and non verbal response.

Suggestion

After giving a conclusion based on the findings of this study, the writer would like to give some suggestion for parents, teacher and next writer to use this result of this study as the additional reference for study on language functions. To parents, teacher and therapist that want to talk with autistic children they have to modify their language. They are use special ways which are different when they are talking to normal children like use a simple sentence, clear voice, and sometimes using low and soft tones. They must be able to gain the trust of the

child and create an environment in which the child enjoys having them around. It is because children with autism, they are unlike other children, they need helps from others. In communication to children with different ability, especially with autistic children ho is not currently using words, language is still possible through other means. To next writer, the result of this research may be reference to the following research. the other riter can observe the same title of this research with different objectives or methodology

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