LANGUAGE FUNCTIONS USED BY THE PARENTS OF CEREBRAL PALSY CHARACTER IN *'MY LEFT FOOT'* MOVIE

THESIS

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2022

STATEMENT OF AUTHORSHIP

I state that the thesis entitled **"Language Functions Used by the Parents of Cerebral Palsy Character in *'My Left Foot'* Movie"** is my original work. I do not include any materials previously written or published by another person, except those that are cited in references and written in the bibliography. Hereby, if there is an objection or claim I am the only person who is responsible for that.

Malang, June 15, 2022

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This is to certify that Shafil Widad's thesis entitled **"Language Functions Used by the Parents of Cerebral Palsy Character in** *'My Left Foot'* **Movie"** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S).

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iv

MOTTO

... وَمَا تَوْفِيقِي إِلَّا بِاللَّه

...And my guidance cannot come except from Allah

(Qs. Huud:88)

DEDICATION

I proudly dedicate this thesis to :

My beloved parents, Bpk. Moh Zubairi and Ibu. Elviyah. They are the source of

my strength throughout this journey and all of the struggles I have been through.

Thank you for your prayer, endless love, support, and affection.

ACKNOWLEDGEMENT

Alhamdulillahi Rabbil 'Alamin, All praises are due to Allah who has given blessing and mercy. Particularly, His blessing that is given to me, so I can finish this thesis entitled *"Language Functions Used by the Parents of Cerebral Palsy Character in 'My Left Foot' Movie"*. Shalawat and Salam praise to our beloved prophet Rasulullah Muhammad p.b.u.h, the messenger as well as the one who brings good news to human life.

First of all, I would like to dedicate my gratitude to, firstly, my advisor, Mr. Agus Eko Cahyono, M.Pd for his critical advice and unsurpassed knowledge of doing research that is invaluable at both academic and personal levels. Then, I would like to thank my two examiners Bapak Agwin Degaf, M.A (main examiner) and Bapak Ribut Wahyudi, M.Ed, Ph.D. (chair), who gave the best comments and suggestions to get the best research. Also, my deepest gratitude to all lectures at English Literature Department who have taught me so many great lessons.

Last but not least, My thankfully delivers to my family, my biggest support system who gave me financial and moral support. Then, I want to thank myself for believing in me, I want to thank myself for doing all this hard work and all the struggles so far. Thanks for holding on, you did well.

Malang, June 2022

The Researcher

ABSTRACT

This study uses seven language functions by M.A.K Halliday (1992: 11) namely regulatory function, instrumental function, representational function, personal function, interactional function, imaginative function, and heuristic function to examine language function used by the caretaker in the movie in communicate with cerebral palsy character. The data used in this study are the transcribed untterances from a movie entitled *'My Left Foot'* movie. From the movie, the researcher investivates language function used by the parents as caretakers in communicate with cerebral palsy character from the movie.

This study uses descriptive qualitative method that deals with the theory and the object of the study. There are 17 data that consist of 34 utterances taken from the movie of this study. The result shows there are several data in the form of utterances that are used by parents as the caretakers when communicating with cerebral palsy character in *My Left Foot.* But from the seven language function, only 6 out of 7 language function are used by the caretakers such as regulatory function, instrumental function, representational function, personal function, imaginative function, and heuristic function. While the interactional function did not emerge in the movie because it demands a direct response, this makes it difficult for cerebral palsy characters who have language disorders (difficulty producing language) to respond spontaneously in conversation. From those functions, the regulatory function are mostly found (15 utterances) and effectively used by the caretakers occurs in 15 or 44.1% utterances. However, heuristic function effective in 2 or 5.8% utterances, instrumental function effective in 1 or 2.9% utterance. There are effectively used because the cerebral palsy character give a response whether verbal and not verbal. Meanwhile representational, personal, imaginative, and interactional function are not effective in communicate with cerebral palsy character in the movie.

Considering the difficulty of filed research due to the covid-19 virus, the researcher suggests futher researchers to conduct field research with real character and real conversation. Besides, this study only uses descriptive qualitative research method so this study can not be generalized to other contextsFuther researcher are advised use a mix method (qualitative and quantitative method), so the results can be more comprehensive and useful.

ABSTRAK

Widad, Shafil (2021) Fungsi Bahasa yang Digunakan Orang Tua Karakter Cerebral Palsy dalam Film *'My Left Foot'*. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Dr. Agus Eko Cahyono, M.Pd

Kata Kunci : Fungsi Bahasa, Cerebral Palsy, *My Left Foot*

Studi ini menggunakan tujuh fungsi bahasa menurut MAK Halliday (1992:11) yaitu fungsi regulasi, fungsi instrumental, fungsi representasi, fungsi personal, fungsi interaksional, fungsi imajinatif, dan fungsi heuristik untuk mengkaji fungsi bahasa yang digunakan oleh juru kunci dalam film dalam berkomunikasi dengan tokoh cerebral palsy. Data yang digunakan dalam penelitian ini adalah transkripsi kata-kata dari film yang berjudul *'My Left Foot'*. Dari film tersebut, peneliti menyelidiki fungsi bahasa yang digunakan oleh orang tua sebagai pengasuh dalam berkomunikasi dengan karakter cerebral palsy dari film tersebut.

Penelitian ini menggunakan metode deskriptif kualitatif yang berkaitan dengan teori dan objek penelitian. Ada 17 data yang terdiri dari 34 ujaran yang diambil dari film penelitian ini. Hasil penelitian menunjukkan ada beberapa data berupa tuturan yang digunakan oleh orang tua sebagai pengasuh ketika berkomunikasi dengan karakter cerebral palsy di film *'My Left Foot'*. Namun dari ketujuh fungsi bahasa tersebut, hanya 6 dari 7 fungsi bahasa yang digunakan oleh para pengelolanya seperti fungsi regulasi, fungsi instrumental, fungsi representasi, fungsi personal, fungsi imajinatif, dan fungsi heuristik. Sedangkan fungsi interaksional tidak muncul dalam film karena menuntut respon langsung, hal ini menyulitkan karakter cerebral palsy yang memiliki gangguan bahasa (kesulitan memproduksi bahasa) untuk merespon secara spontan dalam percakapan. Dari fungsi tersebut, fungsi pengaturan paling banyak regulasi (15 tuturan) dan efektif digunakan oleh pengasuh terjadi pada 15 atau 44,1% tuturan. Namun, fungsi heuristik efektif dalam 2 atau 5,8% ucapan, fungsi instrumental efektif dalam 1 atau 2,9% ucapan. Ada yang efektif digunakan karena karakter cerebral palsy memberikan respon baik verbal maupun bukan verbal. Sedangkan fungsi representasional, personal, imajinatif, dan interaksional tidak efektif dalam berkomunikasi dengan karakter cerebral palsy dalam film.

Mengingat sulitnya penelitian yang diajukan akibat virus covid-19, peneliti menyarankan peneliti selanjutnya untuk melakukan penelitian lapangan dengan karakter nyata dan percakapan nyata. Selain itu, penelitian ini hanya menggunakan metode penelitian deskriptif kualitatif sehingga penelitian ini tidak dapat dilakukandigeneralisasikan untuk konteks lainPeneliti selanjutnya

disarankan menggunakan metode campuran (metode kualitatif dan kuantitatif), sehingga hasilnya dapat lebih komprehensif dan bermanfaat.

نبذة مختصرة

Shafil ، Widad (2021) وظيفة اللغة المستخدمة من قبل أولياء أمور المخ   **شلل** *شخصية في فيلم "قدمي اليسرى"* . أطروحة جامعية.   قسم الأدب الإنجليزي بكلية العلوم الإنسانية يونيفيرسيتاس   إسلام نيجري   مولانا مالك ابراهيم مالانج.

المستشار: دكتور أجوس إيكو كاهيونو ، M.Pd

الكلمات المفتاحية: وظائف اللغة ، الشلل الدماغي ، قدمي اليسرى

تستخدم هذه الدراسةسبع وظائف لغوية بواسطة MAK Halliday (11 :1992) وهي الوظيفة التنظيمية ، والوظيفة الآلية ، والوظيفة التمثيلية ، والوظيفة الشخصية ، والوظيفة التفاعلية ، والوظيفة التخيلية ، والوظيفة الإرشادية لفحص وظيفة اللغة التي يستخدمها القائم بالرعاية في الفيلم في التواصل مع شخصية الشلل الدماغي . البيانات المستخدمة في هذه الدراسة هي النسخ المكتوبة من فيلم بعنوان " My Left Foot". من الفيلم ، يستثمر الباحث الوظيفة اللغوية التي يستخدمها الوالدان رعاية للتواصل مع شخصية الشلل الدماغي من الفيلم.

تستخدم هذه الدراسة المنهج الوصفي النوعي الذي يتناول نظرية وهدف الدراسة. هناك 17 بيانات تتكون من 34 كلامًا مأخوذًا من فيلم هذه الدراسة. تظهر النتيجة أن هناك العديد من البيانات في شكل أقوال يستخدمها الآباء كمقدمي رعاية عند التواصل مع شخصية الشلل الدماغي في*قدمي اليسرى*.ولكن من وظيفة اللغات السبع ، يتم استخدام 6 فقط من أصل 7 وظائف لغوية من قبل القائمين على الرعاية مثل الوظيفة التنظيمية ، والوظيفة الآلية ، والوظيفة التمثيلية ، والوظيفة الشخصية ، والوظيفة التخيلية ، والوظيفة الإرشادية. في حين أن الوظيفة التفاعلية لم تظهر في الفيلم لأنها تتطلب استجابة مباشرة ، فإن هذا يجعل من الصعب على شخصيات الشلل الدماغي الذين يعانون من اضطرابات لغوية (صعوبة في إنتاج اللغة) الاستجابة تلقائيًا في المحادثة. من هذه الوظائف ، تم العثور على الوظيفة التنظيمية في الغالب (15 كلامًا) ويتم استخدامها بشكل فعال من قبل القائمين على الرعاية في 15 أو 44.1 % من الكلام. ومع ذلك ، فإن وظيفة الكشف عن مجريات الأمور فعالة في 2 أو 5.8% من الكلام ، ووظيفة مفيدة فعالة في 1 أو 2.9% الكلام. هناك استخدام فعال لأن شخصية الشلل الدماغي تعطي استجابة لفظية وليست لفظية. وفي الوقت نفسه ، فإن الوظيفة التمثيلية والشخصية والخيالية والتفاعلية ليست فعالة في التواصل مع شخصية الشلل الدماغي في الفيلم.

بالنظر إلى صعوبة البحث المقدم بسبب فيروس covid-19 ، يقترح الباحث على الباحثين إجراء بحث ميداني بشخصية حقيقية ومحادثة حقيقية. إلى جانب ذلك ، تستخدم هذه الدراسة فقط أسلوب البحث النوعي لذلك لا يمكن أن تكون هذه الدراسة كذلكمعمم على سياقات أخرى يُنصح الباحث الآخر باستخدام طريقة المزج (الطريقة الكمية والنوعية) ، بحيث تكون النتائج أكثر شمولاً وفائدة.

x

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, research questions, research objectives, research significance, scope and limitations, definitions of key terms, previous studies and research methodology.

1.1 Background of the Study

In 1860, a British surgeon named William described a disease that affects children which causes muscle stiffness, difficulty holding objects, crawling, and walking. Currently the condition is known as Cerebral Palsy (CP). Cerebral palsy (CP) is a brain injury, which is a condition that affects the control of the motoric system as a result of lesions in the brain, or a neuromuscular disease caused by developmental disorders or damage to parts of the brain associated with the control of motoric function (Somantri, 2007:12). *The American Academy of Cerebral Palsy* defines various changes in movement or motoric function that are not normal and arise as a result of accidents, injuries, or diseases of the nervous system contained in the cranial cavity. The full understanding can be quoted from the *United Cerebral Palsy Association,* Cerebral Palsy (CP) concerns the clinical picture caused by injuries to the brain, especially on components that are barriers to movement so that the condition of children who are categorized as Cerebral Palsy (CP) can be described as a condition since childhood with real conditions, such as paralysis, weakness, lack

of coordination or movement disorders caused by pathology of the movement control center in the brain (Efendi, 2006:118).

Cerebral palsy (CP) is a disorder caused by difficulty in movement that stems from brain dysfunction. Due to brain dysfunction, people with cerebral palsy have abnormalities in language, speech, writing, emotion, learning, and psychological disorders. Cerebral palsy (CP) is defined as an abnormal lateral displacement or function of the brain arising from damage, injury, or disease to the nerve tissue contained within the cranial cavity (Delphie, 2006:123). Most of these patients were born prematurely or had complications during delivery. However, in 1897 the famous psychiatrist Sigmund Freud mentioned in his research that many children with Cerebral Palsy (CP) had other problems such as mental retardation, visual disturbances, and seizures. Freud suggested that the disease may have occurred early in life, during fetal brain development.

Some research shows that speech disorders can be found in almost every child with Cerebral Palsy (CP). Therefore we need someone who can patiently communicate with children with special needs such as cerebral palsy. Dhieni (2011) defines language as an orderly system of symbols to transfer various ideas and information consisting of visual and verbal symbols. These visual symbols can be seen, written, and read. While verbal symbols are spoken and heard. At the beginning of human life, they first learn to listen, then learn to speak, then read and write. According to research conducted by Rutter, Thorp, and Golding: 2000 (in Machado and Meyer: 2005) found that children experience mother and father language through frequently asked questions,

acknowledged and accepted verbal and non-verbal responses, and through intense interaction. It can be said that children's meaningful speech will be able to develop their language faster than others. This makes it increasingly clear that the role of adults is indispensable in the process of language development, especially for children with special needs. Adults need to pay more attention to provide responses that can also be understood by children with special needs, such as speak more slowly, giving several pauses in the sentences delivered, using simple sentences so that children can easily understand, and some repetition of words or sentence.

In this study, the researcher analyzes an interesting movie entitled *'My Left Foot'* based on the book *'My Left Foot'* by Christy Brown. The Ireland movie directed by Jim Sheridan was released in 1989, produced by Noel Pearson. In general, this movie tells about a character named Christy who is diagnosed with Cerebral Palsy (CP). Christy's parents are the closest people who understand what Christy is saying. Despite the difficulty in producing language, Christy always tries to communicate with other people. One day a cerebral palsy specialist came to his house and offered Christy to take a speech treatment, Christy agreed and it made Christy begin to produce his language more clearly. In communicating with Christy as a cerebral palsy character, Christy's parents were detected using several types of language functions. This happens because children with cerebral palsy sometimes cannot control their emotions so that they have difficulty capturing information that other people give to them.

In the last few years, there have been several studies on language functions especially children with special needs. The first previous study is done by Degaf (2010) entitled *"A Study of Language Function Used by the Caretakers of Autistic Children in 'Miracle Run' Movie"*. The researcher from this study used M.A.K Halliday's (1992) theory to discuss the type of language function used by the caretakers in talking to the autistic character from the movie. While used a descriptive qualitative research method, the result of this study shows that 23 utterances taken from the movie, there are several types of language function used by the caretakers, such as regulatory function, intrumental function, interactional function, representational function, heuristic function, imaginative function, and personal function. But from all the types of language function based on Halliday's theory, regulatory function are mostly found from the utterances of the caretakers in the movie.

The second previous study was done by Arista (2014), a thesis entitled *"Language Functions Used by The Main Character in 'Sherlock Holmes II: A Game of Shadows' Movie"*. The researcher used descriptive qualitative research method that deals with the study. The research collected the data from the dialogue transcript of the movie. As the findings of the study, from 172 utterances as the data, the researcher found there are six language function used by the character, such as poetic function, phatic function, metalinguistic function, referential function, directive function, and expressive function. But from all the types of language function, the researcher found that metalinguistic

function are the most dominant language function used by the main character of the movie.

The third previous study is a thesis done by Arum (2015) entitled *"An Alaysis on Language Function of 'Enchanted' Movie Script"*. Based on the purpose of the study, researcher conduct this research used a library study and documentation as the data collecting method. This research used Cook's theory to analyzed the language function itself, and Nurgiantoro's theory to find the messages in the movie. The researcher divided the result of this research into two different point, first the types of language function found from the movie were contextual function, metalinguistic function, referential function, poetic function, phatic function, directive function, and emotive function. Second are four different aspect that found in how language function are meaningful in help the readers to understand the movie script, there are the use of coherence, the use of unity, availability of cohesion, and availability of diction.

The fourth previous study was analyzed by Yulistiono (2015) entitled *"Language Functions Used by the Main Character in '12 Years a Slave' Movie Transcript"*. Risnu analyzed *'12 Years a Slave'* movie using Roman Jakobson's Theory. This research used descriptive qualitative method that deals with the research. The result shows that the main character used all the types of language function based on Roman Jakobson's Theory, such as 17 directive, 4 poetic, 43 emotive, 10 metalinguistic, and 117 referential function. But from all the types of language function above, the referential language function are the most dominant function showed in the movie.

The fifth previous study is a thesis by Febridonata (2017) entitled *"Language Function in the Conversational Fragments of 'Miracle Worker' Movie"*. This study analyzed the language function using descriptive qualitative research method the source of data in this study is linguistic data in the form of utterances used in the conversation. The researcher used Holmes (2013:275) theory to conduct the study. The results of this study found that 34% (27 utterances) containing directive functions, 27% (21 utterances) containing expressive functions, 14% (11 utterances) containing referential functions, 11% (11 utterances) containing poetic functions, and 7% (5 utterances) containing phatic functions.

The sixth previous study was done by Fikri (2019), a thesis entitled *"An Analysis of Language Functions Used by The Main Character of Wonder Movie"*. Khairul Fikri as the researcher conduct the study used J. Holmes's (2001) theory and used descriptive qualitative research method that deals with the theory. The result of this study shows that researcher found 21 language function used by the main character of the movie. The 21 language function found in the movie are 1 poetic function, 6 referential function, 3 phatic function, 6 emotive function, 4 directive function, and 1 metalinguistic function. But form all the types of language function used by the main character of the movie in this research, the researcher found that the referential function are mostly found in the data taken from the utterances of the main character in the Wonder movie.

The seventh previous study was done by Sulaiman and Marliasari (2019), a journal article entitled *"Language Function in Baz Luhrmann's Movie The Great Gatsby"*. The researchers used descriptive qualitative research to conduct the study and used Holmes and Hazen's theory to analyzed the data in the form of utterances from the movie. From the 304 data in the form of utterances, the result shows that there are 198 detect as expressive functions and 106 as referential function overall. There are 5 character language function were analyzed by the researcher, the first character named Jay Gatsby uttered 57 expressive language function in the form of utterances, and 37 referential language function in the form of utterances. The second character named Nick Carraway uttered 61 expressive function in the form of utterances and 25 referential function in the form of utterances. The third character named Tom Buchanan uttered 42 expressive function in the form of utterances and 28 refential function in the form of utterances. The fourth character named Daisy Fay uttered 35 expressive language function and 12 referential language function. And the last character named Myrtle Wilson uttered 3 expressive function and 4 referential function. In addition, from two types of language function found in the movie character, expressive language function are mostly found with 198 utterances.

The eighth previous study is a journal article from Frianly and Linuwih (2020) who identified language functions in a movie, the title of the journal article is *"Language Function Used by the Main Character in 'Joker' Movie"*. This study used a descriptive qualitative research method that deals with the

study and the data collect from the main character utterances as the main data. The researcher analyzed eight types of language functions based on Hosmes's theory, but from the eight types of language function, there are only seven types of language function found from the main character, such as directive, expressive, metalinguistic, referential, commisive, poetic, and phatic language functions.

The ninth previous study analyzed by Mubayyinah (2020), a thesis entitled *"An Analysis on Language Function of Miles Morales in Spider-Man: Into the Spider-Verse"*. Khusnul conduct the study used Cook's theory to analyze the data and the library research also used in conduct the study. The researcher colled the data used domentation method which is used primary and secondary data as the data sources. The finding shows from the seven types of language function based on Cook's theory (contextual function, metalinguistic function, referential function, poetic function, phatic function, directive function, and emotive function). All of the types of language function are found and emotive function are mostly used by Miles.

The tenth previous study is a thesis done by Aprilia (2021) entitled *"Language Functions Used by the Main Character in the 'Little Women' Movie (2019)"*. The researcher conduct the research used descriptive qualitative method with 753 utterances from the caretakers in movie. The result of this research showed that there are 300 data in the form of utterances found as the expressive function and become the most dominant languange function used by the caretakers in the movie, another result shows that there are 212 data in the

form of utterances found as the referential function, 97 data in the form of utterances found as the directive function, 109 data in the form of utterances found detect as heuristic function, 22 data in the form of utterances found as the phatic function, 12 data in the form of utterances found as the commissive function, and only 1 data in the form of utterance found as the poetic function. Unfortunately, the metalinguistic function are not found in the movie from this research.

The last but not least previous study was done by Khoiriyah (2021) entitled *"Language Functions Used by Different Genders in Love, Rosie Movie"*. In this study gender are the main focus factor analyzed by the researcher. This study used descriptive qualitative research method in order to achieve the purpose of the study. From the data analysis, the researcher found that gender is also a major factor in a person's use of language functions. The result of this study shows that seven of eight language function used by Rosie and Alex. Rosie used referential function, expressive function, poetic function, metalinguistic function, commissive function, and phatic function. In contrast, Alex used directive function, expressive function, metalinguistic function, referential function, heuristic function, phatic function, and commisive function.

After analyzing several studies that have been carried out, the researcher intends to explore the scope of conversational analysis and provide new insights to focus on the important functions of language to know. The existence of a language function in some people who communicate with children with special needs makes it easier for children to control and understand the language

conveyed by other people. Therefore, it is important to know and learn about language functions. In this study, researchers used a movie entitled *'My Left Foot'* as the main data source.

There are seven classifications of language functions based on Halliday's theory (1992:11), they are instrumental functions, regulatory function, representational function, interactional function, personal function, heuristic function, and imaginative function. Each of those functions has its own characteristics and purposes. Also, all of them are usually used by adults to know the child's image of language, so they can modify their language when communicating with children.

The movie entitle *'My Left Foot'* was released in 1989 and directed by Jim Sheridan. This movie tells a story of a boy name Christy who is diagnose as Cerebral Palsy. As a child who suffers from cerebral palsy, Christy has difficulty communicating with those around him because some of the languages he produces are very difficult for listeners to understand. The main character in this movie suffers from cerebral palsy, thus making the language he produces interesting to study because it will connect language with the brain in the production process even though the language produced by the main character is very difficult to understand. Therefore, it takes someone who can understand the language and meaning of the characters of cerebral palsy, in this movie the parents of the main characters are people who can understand and can communicate fluently with the characters of cerebral palsy. This visual appearance and utterances from the parents are considered as the interesting data

by researchers to be studied within the scope of language function theory. Researcher also found this movie interesting and as sufficient data for language functions topic. Besides, the topic and discussion of language functions of a cerebral palsy character is rarely investigated.

This study has the potential to provide a reference for future researchers in this field. The *'My Left Foot'* movie strongly supports this research because the data from the movie is very easy to find, the visual appearance and utterances produce by the parents as the caretakers of cerebral palsy character also detected as several types of language functions. Therefore, the researcher wants to analyze the movie using Halliday's theory of language functions. The researcher uses Halliday's theory in this study which is related to the object of this research and is expected to provide more interesting results than previous research with the same object and theory.

1.2 Research Question

In accordance with the explanation above, the researcher formulates the problem as how language functions are used by parents in talking to cerebral palsy character in *'My Left Foot'* Movie?

1.3 Objective of the Study

In line with the question above, this study aims to investigate language functions used by parents in talking to cerebral palsy character in *'My Left Foot'* movie.

1.4 Scope and Limitation

In essence, language is a natural activity similar to breathing which we do not think about. However, if we think that if we do not speak, and we do not act on language, then our identity as a "human genus" (*homosapiens*) will be lost because language reflects *"humanity"*. What distinguishes us most from other creatures is that we have a language (Indah, 2017). This study investigates the movie entitled *'My Left Foot'*.

The scope of this study is discourse analysis in which this study observes the parents speech who often communicate with the cerebral palsy character. This study focuses on the interaction between the parents and the cerebral palsy character which is focused on language function itself.

1.5 Significance of the Study

Theoretically, This study will give an advantage and contribution to the linguistics study, especially in Discourse Analysis area which is prominent when analyzing the use of language. The finding of this study will fill the gap from the previous studies, also adding insight for the future researcher. This study will shed a light on knowledge in the linguistic field, specifically in Discouse Analysis which is used to analyze the language function topics. Hopefully, this study can provides information, and participate in the learning of students majoring in English, especially those who study Discourse Analysis in the form of Language Functions Analysis. In addition, this study is expected to be able to broaden the reader's knowledge in the field of discourse analysis in the form of types and purposes of language functions, especially in language function

understanding the language for deafness and language disorder for disabled people.

Practically, this study opens the reader's awareness of various things that cause conversations to not go well for someone with language disorders, especially for someone with autism, celebral palsy and mental disorders. It is also hoped that this research can become a reference for future researchers who are involved in the study of discourse analysis, especially language functions.

1.6 Definition of Key Term

a) **Cerebral palsy :** A spectrum of chronic movement disorders that affect the body and muscle coordination. This disorder is usually caused by damage to one or more brain regions. Movement problems can vary from barely noticeable to very severe which also affects the movement of the speech organs.

b) **Language Function :** Language function is what we say for a specific purpose, whether expressing a wish, apologizing, or asking permission to fulfill our purposes.

c) **My Left Foot :** A 1989 movie based on the book of the same title (My Left Foot) written by Christy Brown tells the story of the life of a character who is diagnosed with cerebral palsy.

1.7 Research Methodology

In this section, the researcher will explain the methods used when carrying out this research. To be precise, there are six points: research design,

research instruments, data and data sources, data collection, and finally data analysis. Each section will be explained as follows :

1.7.1   Research Design

In studying discourse analysis theory, especially in the form of language function, the researcher used a descriptive qualitative research method to investigate the problem of language phenomenon in the movie. According to Berg (2001:3), a qualitative research refers to concepts, meanings, characteristics, definitions, and also descriptions of things. Therefore, this study aims to gain an understanding of the phenomenon about language function used by the parents of cerebral palsy character in *'My Left Foot'* movie. Qualitative research focuses on descriptive data in the form of writing and conversations from the subject. So it was clear that the qualitative data were analyzed descriptively based on the words spoken by the speakers, not in the form of sizes or numbers (Krathwohl, 1993:740). The data was analyzed descriptively using Halliday's (1992) theory.

1.7.2   Reseach Instrument

Based on a qualitative reseach methodology, researcher had a big role in designing, collecting, and analyzing existing data in the form of conversations that occur in *'My Left Foot'* movie. The researcher made herself the main research instrument. In addition, the secondary instruments used were in the form of the movie itself and the transcripts of conversations in the movie. Researchers obtain research information through direct observation. Then, the researchers analyzed and made conclusions.

1.7.3 Data and Data Source

The main data that used in this study are the parents speech in talk with cerebral palsy character named Christy in *'My Left Foot'* movie, ranging from words, phrases, clauses, actions, to whole sentences. The focus of this study is the language function itself. From this data, a conversation and visual or appearance of the parents speech with Christy as the main character with Cerebral Palsy will use as the subject of the study.

The researcher took data in the form of a movie was carried out by downloading it through YouTube namely *'Ali Thalib'* YouTube account. The source of supporting data was also used in this study in the form of a transcript of the dialogue from the 1:43:01 seconds movie duration.

1.7.4 Data collection

Researcher took several steps in collecting the data. The first thing the researcher did was to download the movie. The movie titled *'My Left Foot'* was downloaded from *Ali Thalib* YouTube account. Second, the researcher watched the movie several times and listened to the ongoing conversations to fit the research. The movie was watched and at the same time observed the speech used by the parents to talk with cerebral palsy character of the movie.

After paying attention to the movie, the researcher observed and took notes on the speech used by the parents in talk with cerebral palsy character in the movie. Taking notes was used to find out the types of language functions in the movie. And the last step after completing the observation was that the researcher made a transcript based on Cutting (2002:6). The movie transcript

was carried out because the transcript file was not available on the YouTube account. In addition, researchers seek secondary data from textbooks, journals, abstracts, and articles that are relevant to the research problem.

1.7.5 Data analysis

Several steps were taken in analyzing the research based on the collected data. First, the researcher chose the speech used by the parents in communicate with Christy as the main character with cerebral palsy of *'My Left Foot'* movie. The utterances in the movie were taken from the transcripts that have been done by the researcher. The next step researcher classify the types of language function in the movie, then identified the purpose using Halliday's (1992) theory. The researcher uses Halliday's theory about language function that deals with this study and is important to know about the relationship between language and the brain. The study of brain and language raises questions about the biological limits on language use and language acquisition that will be important in our consideration of language development. After that the researcher analyzed and described the data from the classification that had been obtained. Finally, the researcher reported the data that has been analyzed in the form of discussion results and findings, which then ends with conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focus on several theories, namely: Discourse Analysis, Cerebral Palsy, Language Functions Theory, and Previous Studies.

2.1 Discourse Analysis

In the context of grammar, discourse is the highest grammatical unit in the language unit. In this sense, discourse analysis is a branch of linguistics that examines the lingual unit above the sentence. Discourse analysis examines discourse, both internally and externally. From an internal perspective, discourse is examined from the type, structure, and relationship of its parts. From an external perspective, discourse is examined from the relevance of the discourse to the speaker, the thing being discussed, and the talking partner (Baryadi, 2002: 34). As a medium of communication, the form of discourse can be in the form of a series of oral and written utterances. Oral discourse is a discourse that is realized orally. Meanwhile, written discourse is a discourse that is realized in writing.

On the other hand, discourse will be interactional if it is reciprocal communication. Transactional oral discourse in the form of speeches, lectures, and speeches. Interactional oral discourse can be in the form of conversation, debate, question, and answer, and so on. Whatever its form, discourse is a medium of verbal communication that can be assumed to have a greeter and a greeter. In oral discourse, the addresser is the speaker while the addressee is the listener. In written discourse, the greeter is the writer while the addressee is the

reader. Language has a very important role in human life, namely as a tool for communication. It is said to be a means of communication, because with language we can convey thoughts and feelings to others. Language does not only function as a tool for communication, but also as a tool for social interaction in social life. Language is the result of human activity. Language will only live because of social interaction (Pateda, 1990: 25).

2.2 Cerebral Palsy (CP)

In this study, there is an language functions used by the caretakers in talking to Cerebral Palsy (CP) character, so it must be investigated and included in the study. In order to better understand about Cerebral Palsy (CP), researchers provide an understanding of Cerebral Palsy (CP) from various sources.

Talking about language, communication, language, speech, and thoughts become an inseparable whole. Language is the main component in communication in addition to gestures, tone, and so on. Language in the realm of linguistics is said to be an arbitrary, conventional sound system used by humans for communication (Muradi, 2018). The main function of language is as tools of communication in society. These functions are used in various environments, levels, and diverse interests (Saddhono, 2012). Language acts as a medium for conveying ideas, interacting and communicating. Language refers to the term to explain meaning and thought into the linguistic system that is used as the basis for transporting thoughts.

In 1860, a British surgeon named William described a disease that affects children which causes muscle stiffness, difficulty holding objects, crawling, and

walking. Currently the condition is known as cerebral palsy. Cerebral Palsy (CP) is a non-progressive abnormality or damage to the brain that occurs during the growth and development process. Cerebral Palsy can cause disturbances in attitude (posture), movement control, impaired muscle strength which is usually accompanied by neurological disorders in the form of paralysis, spastic, basal ganglia disorders, cerebellum, and mental disorders. According to Somantri (2007: 12), Cerebral palsy is a brain injury which is a condition that affects the control of the motoric system as a result of lesions in the brain, or a neuromuscular disease caused by developmental disorders or damage to parts of the brain associated with the control of motoric function.

From various definitions of Cerebral Palsy (CP), *The American Academy of Cerebral Palsy* defines various changes in movement or motoric function that are not normal and arise as a result of accidents, injuries or diseases of the nervous system contained in the cranial cavity. The full understanding can be quoted from *the United Cerebral Palsy Association,* cerebral palsy concerns the clinical picture caused by injuries to the brain, especially on components that are barriers to movement so that the condition of children who are categorized as cerebral palsy (CP) can be described as a condition since childhood with real conditions, such as paralysis, weakness, lack of coordination or movement disorders caused by pathology of the movement control center in the brain (Efendi, 2006: 118).

Cerebral palsy is a disorder caused by difficulty in movement originating from brain dysfunction, there are also movement disorders caused not due to

brain dysfunction, but due to poliomyelitis called spinal palsy or organ palsy caused by muscle damage (mascular dystophy). Because of brain dysfunction, people with cerebral palsy have abnormalities in language, speech, writing, emotions, learning, and psychological disorders. Cerebral palsy is defined as "abnormal delay in displacement or function of the brain arising from damage, injury, or disease to the nerve tissue contained within the cranial cavity (Delphie, 2006: 123). Most of these patients were born prematurely or had complications during delivery. However, in 1897, the famous psychiatrist Sigmund Freud mentioned in his research that many children with Cerebral Palsy (CP) had other problems such as mental retardation, visual disturbances, and seizures. Freud suggested that the disease may have occurred early in life, during fetal brain development.

Some research shows that speech disorders can be found in almost every child with Cerebral Palsy (CP). According to Soeharso, out of 100 children who have Cerebral Palsy (CP), 50 children suffer from speech disorders (Somantri, 2007; 130). Cerebral palsy (CP) is a neurological condition that causes problems with body movement and muscle control, which can hinder a child's language development. The development of the muscles that function for language is often affected due to Cerebral Palsy (CP). In addition, proper language development requires also the ability to listen. While about 15% of children with Cerebral Palsy (CP) have hearing loss. The occurrence of language disorders in children with Cerebral Palsy (CP) is caused by an inability in motor coordination of speech organs due to damage or abnormalities of the neuromotor system.

Speech disorders in children with Cerebral Palsy (CP) are usually in the form of difficulties in articulation, phonation, and the respiratory system.

Depending on the resulting structural changes in the brain, there are different types of Cerebral Palsy which are grouped into four basic forms: *Spastic* (stiff and difficult movements), *Athetoid* (unusual, slow, uncoordinated, and uncontrolled movements), *Ataxic* (involuntary movements, disturbed sense of balance), and *Mixed Cerebral Palsy* that children may have brain damage in more than one area of the brain, this type of Cerebral Palsy (CP) can caused a variety of physical and neurogical symptoms. Language skills are closely related to delays or damage to other systems, because of cognitive abilities, sensory motor, psychological, emotional, and environment around the children. Soetjiningsih (1995: 237) states that children with Cerebral Palsy must listen to conversations related to their daily lives and knowledge of the world. They must learn to express themselves, share their experiences with others, and express their desires.

Language acquisition is a process that occurs in a person from initially unable to speak until he has full competence in a language so that someone has performance. Novak (2014) provides an overview in a journal entitled *Evidence-Based Diagnosis, Health Care, and Rehabilitation for Children With Cerebral Palsy* that 1 in 4 children with Cerebral Palsy of any type does have problems with their communication, more specifically Novak said that they were unable to speak. Cerebral Palsy is one of the most common disorders that cause physical disabilities in children, such as the inability to move the legs and arms due to

muscle weakness and muscle stiffness. Physical disability that occurs in children caused by Cerebral Palsy accounted for approximately 2 - 2.5 per 1000 births.

Heyles (2015) in his journal entitled *Parent's Experiences of Health Care for Their Children With Cerebral Pals*y then also provides a definition of Cerebral Palsy (CP) which refers to the understanding compiled by the *Australian Cerebral Palsy Register in 2009* that Cerebral Palsy (CP) is a complex neurodevelopmental disorder and which is the main cause of physical disability in children. Cerebral Palsy (CP) disorder experienced by these children will also usually be followed by several disorders that affect their lives and functions, such as epilepsy, sensory and perceptual disorders, learning disorders, communication disorders, and several other behavioral disorders.

2.3 Language Functions Theory

As a culture, language is also a group symbol that reflects the identity of the user community. The members of the language community are bound by a feeling as a unit, which distinguishes them from other community groups. In general, language has a personal and social function. Personal function refers to the role of language as a tool to express the thoughts and feelings of every human being as a living being. The social function refers to the role of language as a means of communication and interaction between individuals or between social groups. By using their language they greet each other, influence each other, consult each other, and cooperate. According to Halliday (1992: 11), language function describes the use of language in order to achieve its communicative goals through listening, speaking, writing, and reading.

Researcher uses Halliday's theory so the meaning of each utterances uttered by the characters of cerebral palsy can be clearly understood academically.

Based on Halliday's (1992: 11) theory, there are 7 types of language functions, such as: Regulatory function, instrumental function, interactional function, representational function, personal function, imaginative function, and heuristic function. Each language function has its own function and characteristics that are usually used by adults in communicating with children. The 7 types of language functions by Halliday are explained as follows:

2.3.1 Regulatory Function

Regulatory function used to monitor and control events that occur in the human environment, in other words the function of language as regulation is to regulate and control the use of language obtained by the community. The regulatory function is used to manipulate and regulate the behavior of others, this function is known as the *'do as I say'* function. This is the language of instructions and rules (Halliday, 1992:12). For example: a child steals something from his brother, then his mother gives an order to return it with say *'return the item to your brother'*.

2.3.2 Intrumental Function

The instrumental function serves to control and manipulate the environment. The instrumental function is also known as the *'I want'* function, and also as the *'I do not want'* function (Halliday, 1992:11). The use of language to express the desires or needs of the wearer, such as *'I want some milk'*. In this

function, children can develop their language because they can ask for a number of items either in physical or other forms.

2.3.3 Interactional Function

Interactional function explain the use of language to establish contact and maintain social relationships, such as greetings, pleasantries, sympathy or consolation. Language is used as a medium to ensure interaction and strengthen communication between speakers and listeners in communicating. Thus language as a means of guarantee and evidence in the communication process. For example ongoing interaction with someone (greeting or others), all utterances in this interactional function end in a fairly high tone and have two types of utterances, namely those that do not require a response and those that require a response. For example: *'Good morning, students!'*.

2.3.4 Representational Function

Representational function is a language that aims to describe certain goals and objectives. These aims and objectives can be in the form of facts and knowledge, explaining an event, reporting something, etc. For example, there is a traffic accident in a place, there are a number of journalists covering and conveying the event in the news, then the language used is a representational language function. Another example is when an adult says something to a small child *'yesterday I bought a new red car'*, therefore this function is also known as *'I have something to tell you'* function.

2.3.5 Personal Function

Personal function is language that is used as a tool to express oneself, for example regarding emotions, opinions, feelings, and intentions that are individual. For example someone wants to express his feelings about the beauty of an island, then that person can convey his feelings through writing and others. Another example is when someone says *'I am sad', 'I am very happy', 'I am very angry',* etc.

2.3.6 Imaginative Function

Imaginative function, namely the use of language to fulfill and channel aesthetic (beautiful) feelings, such as singing and literary works. This function is also known as the 'let's pretend' function. Language in imaginative function can be when someone adults rendering of children's rhymes and songs, which are often very dramatic, with intonation and rhythm appropriate to the content. For example, *'the king of the jungle has loud and frighten voice'.*

2.3.7 Heuristic Function

Heuristic function is the use of language to learn or obtain information such as questions or requests for explanations or something. The language used in studying and studying science, developing technology, and conveying something scientific. Therefore this function also known as *'tell me why'* function. For example *'why we don't allow to eat too much candy?'.*

2.4 Previous Study

In this case, information related to previous research that has been done is very necessary in order to get sufficient information about language functions

in detail. Many previous studies that can provide more and even more specific information about the details in this study.

The first previous study is done by Degaf (2010) entitled *"A Study of Language Function Used by the Caretakers of Autistic Children in 'Miracle Run' Movie"*. The researcher from this study used M.A.K Halliday's (1992) theory to discuss the type of language function used by the caretakers in talking to the autistic character from the movie. While used a descriptive qualitative research method, the result of this study shows that 23 utterances taken from the movie, there are several types of language function used by the caretakers, such as regulatory function, intrumental function, interactional function, representational function, heuristic function, imaginative function, and personal function. But from all the types of language function based on Halliday's theory, regulatory function are mostly found from the utterances of the caretakers in the movie.

The second previous study was done by Arista (2014), a thesis entitled *"Language Functions Used by The Main Character in 'Sherlock Holmes II: A Game of Shadows' Movie"*. The researcher used descriptive qualitative research method that deals with the study. The research collected the data from the dialogue transcript of the movie. As the findings of the study, from 172 utterances as the data, the researcher found there are six language function used by the character, such as poetic function, phatic function, metalinguistic function, referential function, directive function, and expressive function. But from all the types of language function, the researcher found that metalinguistic

function are the most dominant language function used by the main character of the movie.

The third previous study is a thesis done by Arum (2015) entitled *"An Alaysis on Language Function of 'Enchanted' Movie Script"*. Based on the purpose of the study, researcher conduct this research used a library study and documentation as the data collecting method. This research used Cook's theory to analyzed the language function itself, and Nurgiantoro's theory to find the messages in the movie. The researcher divided the result of this research into two different point, first the types of language function found from the movie were contextual function, metalinguistic function, referential function, poetic function, phatic function, directive function, and emotive function. Second are four different aspect that found in how language function are meaningful in help the readers to understand the movie script, there are the use of coherence, the use of unity, availability of cohesion, and availability of diction.

The fourth previous study was analyzed by Yulistiono (2015) entitled *"Language Functions Used by the Main Character in '12 Years a Slave' Movie Transcript"*. Risnu analyzed *'12 Years a Slave'* movie using Roman Jakobson's Theory. This research used descriptive qualitative method that deals with the research. The result shows that the main character used all the types of language function based on Roman Jakobson's Theory, such as 17 directive, 4 poetic, 43 emotive, 10 metalinguistic, and 117 referential function. But from all the types of language function above, the referential language function are the most dominant function showed in the movie.

The fifth previous study is a thesis by Febridonata (2017) entitled *"Language Function in the Conversational Fragments of 'Miracle Worker' Movie"*. This study analyzed the language function using descriptive qualitative research method the source of data in this study is linguistic data in the form of utterances used in the conversation. The researcher used Holmes (2013:275) theory to conduct the study. The results of this study found that 34% (27 utterances) containing directive functions, 27% (21 utterances) containing expressive functions, 14% (11 utterances) containing referential functions, 11% (11 utterances) containing poetic functions, and 7% (5 utterances) containing phatic functions.

The sixth previous study was done by Fikri (2019), a thesis entitled *"An Analysis of Language Functions Used by The Main Character of Wonder Movie"*. Khairul Fikri as the researcher conduct the study used J. Holmes's (2001) theory and used descriptive qualitative research method that deals with the theory. The result of this study shows that researcher found 21 language function used by the main character of the movie. The 21 language function found in the movie are 1 poetic function, 6 referential function, 3 phatic function, 6 emotive function, 4 directive function, and 1 metalinguistic function. But form all the types of language function used by the main character of the movie in this research, the researcher found that the referential function are mostly found in the data taken from the utterances of the main character in the Wonder movie.

The seventh previous study was done by Sulaiman and Marliasari (2019), a journal article entitled *"Language Function in Baz Luhrmann's Movie The Great Gatsby"*. The researchers used descriptive qualitative research to conduct the study and used Holmes and Hazen's theory to analyzed the data in the form of utterances from the movie. From the 304 data in the form of utterances, the result shows that there are 198 detect as expressive functions and 106 as referential function overall. There are 5 character language function were analyzed by the researcher, the first character named Jay Gatsby uttered 57 expressive language function in the form of utterances, and 37 referential language function in the form of utterances. The second character named Nick Carraway uttered 61 expressive function in the form of utterances and 25 referential function in the form of utterances. The third character named Tom Buchanan uttered 42 expressive function in the form of utterances and 28 refential function in the form of utterances. The fourth character named Daisy Fay uttered 35 expressive language function and 12 referential language function. And the last character named Myrtle Wilson uttered 3 expressive function and 4 referential function. In addition, from two types of language function found in the movie character, expressive language function are mostly found with 198 utterances.

The eighth previous study is a journal article from Frianly and Linuwih (2020) who identified language functions in a movie, the title of the journal article is *"Language Function Used by the Main Character in 'Joker' Movie"*. This study used a descriptive qualitative research method that deals with the

study and the data collect from the main character utterances as the main data. The researcher analyzed eight types of language functions based on Hosmes's theory, but from the eight types of language function, there are only seven types of language function found from the main character, such as directive, expressive, metalinguistic, referential, commisive, poetic, and phatic language functions.

The ninth previous study analyzed by Mubayyinah (2020), a thesis entitled *"An Analysis on Language Function of Miles Morales in Spider-Man: Into the Spider-Verse"*. Khusnul conduct the study used Cook's theory to analyze the data and the library research also used in conduct the study. The researcher colled the data used domentation method which is used primary and secondary data as the data sources. The finding shows from the seven types of language function based on Cook's theory (contextual function, metalinguistic function, referential function, poetic function, phatic function, directive function, and emotive function). All of the types of language function are found and emotive function are mostly used by Miles.

The tenth previous study is a thesis done by Aprilia (2021) entitled *"Language Functions Used by the Main Character in the 'Little Women' Movie (2019)"*. The researcher conduct the research used descriptive qualitative method with 753 utterances from the caretakers in movie. The result of this research showed that there are 300 data in the form of utterances found as the expressive function and become the most dominant languange function used by the caretakers in the movie, another result shows that there are 212 data in the

form of utterances found as the referential function, 97 data in the form of utterances found as the directive function, 109 data in the form of utterances found detect as heuristic function, 22 data in the form of utterances found as the phatic function, 12 data in the form of utterances found as the commissive function, and only 1 data in the form of utterance found as the poetic function. Unfortunately, the metalinguistic function are not found in the movie from this research.

The last but not least previous study was done by Khoiriyah (2021) entitled *"Language Functions Used by Different Genders in Love, Rosie Movie"*. In this study gender are the main focus factor analyzed by the researcher. This study used descriptive qualitative research method in order to achieve the purpose of the study. From the data analysis, the researcher found that gender is also a major factor in a person's use of language functions. The result of this study shows that seven of eight language function used by Rosie and Alex. Rosie used referential function, expressive function, poetic function, metalinguistic function, commissive function, and phatic function. In contrast, Alex used directive function, expressive function, metalinguistic function, referential function, heuristic function, phatic function, and commisive function.

CHAPTER III

FINDING AND DISCUSSION

This chapter shows the findings and discussion of the research studied based on the explanation from the previous chapter on theory. The findings in this study are discussed to answer the research questions. Therefore, this finding is based on the results of the analysis of individual data with parents utterances in conversation using Halliday's (1992: 11) theory specifically the 7 types of language function. Furthermore, the discussion basically explores the analysis of research findings.

3.1 Finding

My Left Foot Movie tells a story of a child as the main character dianogsed as celebral palsy. The movie is based on the true story of the book (1989) written by Christy Brown tells about the issues surrounding children with cerebral palsy. The main character of the movie named Christy, a smart boy who is diagnosed with Cerebral Palsy. Christy is an active boy, but often gets into trouble talking. His Cerebral Palsy makes it difficult for Christy to pronounce clear words, therefore his family and other people sometimes does not even understand what Christy's trying to say. Therefore his mother (the caretakers in this study) used language function in talking and communicate to Christy.

Based on the movie, researcher applied the utterances from Ma (Christy's mother) as the caretakers and the transcription of the movie as the object of study that is used in accordance with the theory. There are 17 data that consist of 34 utterances taken from the movie for this study. Based on the

theory, language function are divided into seven parts, namely regulatory function, intrumental function, representational function, interactional function, heuristic function, personal function, and imaginative function.

[Datum 1]

[Context of Datum 1]

This scene takes place at the Brown family's house (Christy's house), that morning there is only Christy and his mother because his father goes to work, his brothers and sister go to school. His mother brought porridge to feed Christy for breakfast. But before feeding Christy, Ma (Christy's mother) told Christy about money she saved to buy Christy's wheelchair.

[Utterances]

Ma (mother) : **(1.1)** *Something for the money box, Christy.*

(take a money box to save another money)

(1.2) *Another pound saved, Christy.*

(put some money in the money box)

[Source: *My Left Foot* Movie]

[Analysis of Datum 1]

In datum 1, Ma (Christy's mother) produces utterance that is included in the representational function. Datum 1 included in the representational function because it can seen that Ma (Christy's mother) give a number of facts and explained about the money they had saved to buy Christy's wheelchair. Representational functions are the only functions that adults have because they know more about what they are with and see. In datum 1 (1.1), Ma makes a

statement that she keep more money in the money box. It similar to the utterance in (1.2), Ma uses a representational function to provide information to Christy.

From datum 1 which consists of utterances (1.1) and (1.2), the language function contained in the utterance are representational function. In both utterances in datum 1, Christy did not show any response, he just slept on the floor playing with his feet. This shows that the representational function is less effective because Christy does not give any response to what his mother said.

[Datum 2]
[Context of Datum 2]

This scene takes place at the Brown family's house (Christy's house), that morning there is only Christy and his mother because his father goes to work, his brothers and sister go to school. His mother brought porridge to feed Christy for breakfast.

[Utterances]

Ma (mother) : **(2.1)** *Here, Christy.*

(Ma feeds Christy porridge for his breakfast)
[Source: *My Left Foot* movie]

[Analysis of Datum 2]

In datum 2, Ma (Christy's mother) produces utterance that is included in the regulatory function. Datum (2.1) included in the regulatory function because it can be clearly seen that Ma (Christy's mother) give a command to Christy so he can immediately open his mouth to eat the porridge according to the instructions she gave. Apart from giving commands, Ma (Christy's mother) also

gives physical instructions by thrusting the spoon filled with porridge into Christys mouth. This was done in order to gain a better understanding of the commands she had spoken earlier.

From datum 2 which consists of utterances (2.1), the language function contained in the utterance is a regulatory function. In this case, Christy responded to what her mother said by open his mouth to eat the porridge. Christy gave the right response even though he also got help from his mother to carry out the order. This shows that the regulatory function can be effectively used for this situation because Ma (Christy's mother) got a good and correct response from her Cerebral Palsy child which was indicated by the response 'open his mouth and eat the porridge'.

[Datum 3]
[Context of Datum 3]

This scene takes place at the Brown family's house (Christy's house), that morning there is only Christy and his mother because his father goes to work, his brothers and sisters go to school. His mother brought porridge to feed Christy for breakfast. after feeding Christy, Ma tells Christy that she has to go for a few days to the hospital (to give birth).

[Utterances]

Ma (mother) : **(3.1)** *I have to go away, Christy. To hospital.*

(told christy she was going into labor)

(3.2) *Don't worry, Sheila's going to look after you while I'm gone.*

(assured Christy that he would be fine without her)

[Analysis of Datum 3]

In datum 3, Ma (Christy's mother) produces utterances that are included in the representational function. Utterances (3.1) and (3.2) included in the representational function because Ma (Christy's mother) give an information to Christy and explain that she need to go to the hospital for a few days, Ma also explain to Christy that Sheila (Christy's sister) will took after him while Ma in the hospital. Representational functions are the only functions that adults have because they know more about what they are with and see. In utterance (3.1) Ma makes a statement that she will go for a few days to the hospital, and in utterance (3.2) Ma makes a statement to calm Christy that he will be taken care by Sheila (his sister), from both utterances it include to representational function.

From datum 3 which consists of utterances (3.1) and (3.2), the language function contained in the utterance are representational function. In utterance (3.1) Christy showed a response that indicated he did not want his mother to go to the hospital, while in the utterance (3.2) Christy did not show any response to what his mother said. This shows that the representational function in this datum 3 is less effective because Christy sometimes give any response to what his mother said.

[Datum 4]
[Context of Datum 4]

36

This scene takes place at the Brown family's house (Christy's house), that morning there is only Christy and his mother because his father goes to work, his brothers and sister go to school. His mother brought porridge to feed Christy for breakfast. After that Ma took the necklace and showed Christy a photo of Ma's parents (Christy's grandma and grandpa).

[Utterances]

Ma (mother) : **(4.1)** *That's my ma, that's my da. I was their baby.*

(showed Christy a photo of his grandma and grandpa from the necklace)

[Source: *My Left Foot* Movie]

[Analysis of Datum 4]

In datum 4 that consist of one utterance (4.1), Ma (Christy's mother) produces utterances that are included in the representational function. Utterances (4.1) included in the representational function because Ma (Christy's mother) give an information to Christy and explain that she have parents too, she also showed a photo of her parents to Christy. Representational functions are the only functions that adults have because they know more about what they are heard and see. In utterance (4.1) Ma says and showed her mother and father to Christy and that is the fact that Ma deliver to Christy, from the utterances it include to representational function.

From datum 4 which consists of utterance (4.1), the language function contained in the utterance is representational function. In utterance (4.1), Christy did not give any response to Ma, she just looked at the necklace that Ma showed her without saying anything or responding with gestures and other. In this case,

the representational language function is not effective in communicating with him because Christy did not give any response.

[Datum 5]

[Context of Datum 5]

This scene takes place at the Brown family house (Christy's house), that night all the family members gathered, some of his brothers did their homework and some of them do their own bussiness. Christy was lying on the floor tried to pick up the chalk with his left foot and he tried to write something on the floor.

[Utterances]

Ma (mother) : **(5.1)** *Go on, Christy.*

(told Christy to put more effort into his writing)

(5.2) *Go on, make your mark.*

(told Christy to write the letters he knew)

[Source: *My Left Foot* Movie]

[Analysis of Datum 5]

In datum 5 which is consist of utterances (5.1) and (5.2), Ma (Christy's mother) produces utterance that is included in the regulatory function. Datum (5.1) included in the regulatory function because it can be clearly seen that Ma (Christy's mother) give a command to Christy so that he can be more enthusiastic about trying to write even if it is just a scribble. Besides that, Ma also kept repeating the utterances she said to Christy. In the utterance (5.2), Ma also gave command to Christy to write any letters he knew. Even though Christy seems to have difficulty doing it (write some letters) with his left foot, Ma does not stop giving orders to Christy while encouraging his to write something.

From datum 2 which consists of utterances (5.1) and (5.2), the language function contained in both of the utterances is a regulatory function. In this case, Christy responds to Ma's command. Christy responded to Ma's utterance (5.1) by scratching a few lines on the floor but the letters were not clearly visible (only scribbles), while in utterance (5.2) Christy also responded to Ma by writing the word *'mother'*, Christy wrote one by one letters in the word. This indicates that the regulatory language function is effective in communicating with cerebral palsy characters even though they give a slow response.

[Datum 6]
[Context of Datum 6]

This scene is set at Christy's house, it was past time for them to sleep, but Christy did not want to sleep because he had not finished his painting yet. He begged his mother to paint more time, but his mother would not allow it because everyone had to sleep at that time.

[Utterances]

Ma (mother) : **(6.1)** *Come on, Christy. It's way past your bed time.*

(told Christy it's time for him to sleep)

[Source: *My Left Foot* Movie]

[Analysis of Datum 6]

In datum 6, Ma (Christy's mother) produces utterance that are included in the regulatory function. Datum (6.1) included in the regulatory function because it can be clearly seen that Ma (Christy's mother) give a command to Christy so he could sleep before it's too late according to the instructions she gave. Apart from giving commands, Ma (Christy's mother) also gives physical instructions

by moving his hand in a gesture to tell him to sleep. This was done in order to gain a better understanding of the commands she had spoken earlier.

In addition, datum 6 which consists of utterance (6.1) contained regulatory function from the utterance. In this case, Christy responded to what his mother said by saying he was going to bed before it was too late. Christy gave the right response even though he also got help from her mother to carry out the order. This shows that the regulatory function can be effectively used for this situation because Ma (Christy's mother) got a good and correct response from her Cerebral Palsy child.

[Datum 7]
[Context of Datum 7]

This scene takes place in a church, Christy and Ma (Christy's mother) come to pray. As she prays and puts down the candles, Ma asks and tells Christy something about All Soul's Night.

[Utterances]

Ma (mother) : **(7.1)** *Christy, do you know about All Soul's Night?*

(ask Christy about All Soul's Night)

(7.2) *It's a very special night, you know, because everytime that you light a candle on All Soul's Night you have to say five Our Fathers and five Hail Marys and five Glory bes, and then a soul flies up out of the flames of Purgatory and goes straight up to Heaven.*

(explains about All Soul's Night to Christy)

(7.3) *Says some prayers for the poor souls in Purgatory*

(told Christy to pray for the poor souls)

[Source: *My Left Foot* Movie]

[Analysis of Datum 7]

Datum 7 consist three utterances produce by Ma (Christy's mother), there are (7.1), (7.2), and (7.3). Ma (Christy's mother) produces utterance in (7.1) and (7.2) that are included in representational function, besides the utterance in (7.3) included in regulatory function. Utterances (7.1) and (7.2) included in the representational function because Ma (Christy's mother) give an information to Christy and explain that what is the meaning of *'All Soul's Night'*. Representational functions are the only functions that adults have because they know more about what they are heard and see. In utterance (7.1) and (7.2) Ma says and explain to Christy, the fact that Ma deliver to Christy from the utterances it include to representational function. But from those both utterances, Christy did not give any response to Ma.

Meanwhile for datum (7.3) included in the regulatory function because it can be clearly seen that Ma (Christy's mother) give a command to Christy so that he can says some prayers for the poor souls. Besides that, Ma also looked at Christy repeatedly to follow her orders to pray to the poor souls, Ma showed a hand gesture and closed her eyes signaling Christy to pray as she did. In this utterance, Christy responds to Ma's command. Christy responded to Ma's utterance (7.3) by closing his eyes for a few minutes to pray as his mother did. This indicates that the regulatory language function is effective in communicating with cerebral palsy characters even though they give a slow response.

[Datum 8]

[Context of Datum 8]

This scene takes place in a church, Christy and Ma (Christy's mother) come to pray. As she prays and puts down the candles, Ma asks and tells Christy something about All Soul's Night. When they wanted to go home, Christy struggled to give his mother a hint that he wanted to pray again, then they came back and prayed again.

[Utterances]

Ma (mother) : **(8.1)** *Christy, keep your voice down!*

(told Christy to keep his voice down while in church)

(8.2) *What do you want? Do you want to light another candle? Is that it? Do you? For the poor souls?*

(Ma asks and offers if Christy would like to light another candle)

[Source: *My Left Foot* Movie]

[Analysis of Datum 8]

In utterance (8.1) Ma (Christy's mother) produces utterances that are included in the regulatory function. Utterance (8.1) included in the regulatory function because it can be clearly seen that Ma (Christy's mother) give a command to Christy so he can keep his voice down while in the church according to the instructions she gave. Apart from giving commands, Ma (Christy's mother) also gives physical instructions with a gesture (putting his index finger on her lips) so Christy can understand and calm down in the church. This was done in order to gain a better understanding of the commands she had spoken earlier.

From datum 8 in the form of utterance (8.2) Ma (Christy's mother) produce utterances that are included in instrumental function. The instrumental function also known as *'I do not want'* function, in this utterance (8.2) Ma (Christy's mother) offers something to Christy, she offers if Christy wants to light another candle to pray to the poor souls. In this utterance (8.2), Ma (Christy's mother) offers to Christy either he want to light another candle or not, her offers followed by Christy's response (nodding). Christy gave the right response even though he also got help from his mother to carry out the order. This shows that the instrumental function can be effectively used for this situation because Ma (Christy's mother) got a good and correct response from her Cerebral Palsy child which was indicated by the response 'nodding'.

[Datum 9]
[Context of Datum 9]

      This scene takes place in Christy's neighborhood, he and his mother are on their way home after finishing praying at church. While on the way to their home, they saw children playing bonfires and fireworks to celebrate *'All Soul's Night'*.

[Utterances]

Ma (mother) : **(9.1)** *Look, Christy! There it is! Look!*

      (told Christy to see the fireworks)

      (9.2) *That's your soul going up to Heaven!*

      (Ma told Christy about his soul going to heaven because he prayed to the poor souls before)

      (9.3) *Oh, look! Look, Christy. Oh, look.*

      (Ma told Christy to see the fireworks in the sky)

[Source: *My Left Foot* Movie]

[Analysis of Datum 9]

  In datum 9, Ma (Christy's mother) produces three utterances that are included in the regulatory function (9.1) and (9.3), while utterance (9.2) included in imaginative function. Datum (9.1) and (9.3) are included in the regulatory function because it can be clearly seen that Ma (Christy's mother) give a command to Christy so he can immediately look to the sky and see the beautiful fireworks on sky according to the instructions she gave. Apart from giving commands, Ma (Christy's mother) also gives physical instructions by pointing to the sky that the fireworks on. This was done in order to gain a better understanding of the commands she had spoken earlier. In both utterances, Christy responded to what his mother said by immediately look to the sky and see the fireworks. Christy gave the right response even though he also got help from her mother to carry out the order. This shows that the regulatory function can be effectively used for this situation because Ma (Christy's mother) got a good and correct response from her Cerebral Palsy child which was indicated by the response 'looked up at the sky and saw the fireworks'.

  From utterance datum 9 in the form of utterance (9.2), Ma produce utterance that included to the imaginative function. This can be seen from Ma's words which show words to describe something to make it more beautiful when it is said to Christy. But from the imaginative function, it seems that Christy did not give any response to his mother, this may be difficult for Christy to understand who was diagnosed as cerebral palsy children. Therefore, the

imaginative function is not effectively used when communicating with children with cerebral palsy.

[Datum 10]

[Context of Datum 10]

This scene takes place at the brown family's house, that night the whole Brown family gathered for dinner while celebrating Christy's birthday. Everyone looks very happy, Christy becomes the center of attention of everyone in the room when he is about to blow out his birthday candles. Ma (Christy mother) tells Christy to blow out his birthday candles.

[Utterances]

Ma (mother) : **(10.1)** *Come on Christy, 17 candles!*

(she brought a birthday cake for Christy and celebrated Christy's birthday with the whole family)

(10.2) *Now take a deep breath. Come on!*

(she told Christy to blow out his birthday candles)

[Source: *My Left Foot* Movie]

[Analysis of Datum 10]

In datum 10, Ma (Christy's mother) produces two utterances that are included in the regulatory function. Datum (10.1) and (10.2) are included in the regulatory function because it can be clearly seen that Ma (Christy's mother) give a command to Christy so he can immediately blows out the birthday candles according to the instructions she gave. Apart from giving commands, Ma (Christy's mother) also gives physical instructions by pointing to the birthday candle that Christy will blow out. This was done in order to gain a better understanding of the commands she had spoken earlier.

From datum 10 which consists of utterances (10.1) and (10.2), the language function contained in the two utterances is a regulatory function. In this case, Christy responded to what his mother said by taking a deep breath to blow out 17 birthday candles in front of her. Christy gave the right response even though he also got help from her mother to carry out the order. This shows that the regulatory function can be effectively used for this situation because Ma (Christy's mother) got a good and correct response from her Cerebral Palsy child which was indicated by the response 'take a breath and immediately blow the candles'.

[Datum 11]

[Context of Datum 11]

This scene is set at Christy's house, it was past time for them to sleep, but Christy did not want to sleep because he had not finished his painting yet. He begged his mother to paint more time, but his mother would not allow it because everyone had to sleep at that time.

[Utterances]

Ma (mother) : **(11.1)** *Come on, Christy. Everybody has to go to bed.*

(told Christy to go to sleep)

(11.2) *Christy, don't push me nerves any further, allright?*

(told Christy to go to sleep before she got angry)

[Source: *My Left Foot* Movie]

[Analysis of Datum 11]

In datum 11 in the form of utterance (11.1), Ma (Christy's mother) produces utterance included in the regulatory function. The utterance (11.1)

included in the regulatory function because it can be clearly seen that Ma (Christy's mother) give a command to Christy so he can immediately go to bed and all of his brother and sister can sleep too according to the instructions she gave. At first Christy did not follow Ma's instructions because he wanted to paint, but after a while Christy nodded and went to sleep. Christy gave the right response even though it took him a while to respond. This shows that the regulatory function can be effectively used for this situation because Ma (Christy's mother) got a good and correct response from her Cerebral Palsy child which was indicated by the response 'nodded and went to sleep'.

While from datum 11 in the form of utterance (11.2), Ma produce utterance that included in personal function. This function allows the speaker (Christy's mother) to express her own individuality such as: personality, emotions, and feelings). On (11.2) Ma says to Christy *'Don't push me nerves any further, allright?',* from this utterance it can be seen that Ma express her own feeling and told that to Christy before she got angry. Ma said in a high enough intonation that make her look angry. In this datum, Christy looked at Ma without giving any response. This shows that the personal function can not be effectively used for this situation because Ma (Christy's mother) did not get any response from Christy.

[Datum 12]
[Context of Datum 12]

In this scene Ma (Christy's mother) advises Christy and his brother because they stole coal and brought it to his house to warm up. His mother knew about it and forbade him to go to the haouse.

[Utterances]

Ma (mother) : **(12.1)** *You know it's a sin to steal*

(told Christy that stealing is not the right thing to do)

(12.2) *You know that God is looking down on you right now and that coal is not coming into this house.*

(told Christy that God always sees what we do)

[Source: *My Left Foot* Movie]

[Analysis of Datum 12]

In datum 12, Ma (Christy's mother) produces two utterances that are included in the heuristic function (12.1) and (12.2). Datum (12.1) and (12.2) are included in the heuristic function because it can be clearly seen that Ma (Christy's mother) wants to tell Christy and his brother that stealing is not a good thing, she said that stealing is a 'sin' and 'God is always watching over them'. So it is not something they should do. In both utterances, Christy responded by lowering his head and looking away from his mother as if he knew that he should not do that (stealing) anymore.

From both utterance in datum 12 in the form of utterance (12.1) and (12.2), Ma produce utterances that are included to the heuristic function. From both utterances Christy gave the right response even though he also got help from her mother to carry out the order. This shows that the heuristic function can

be effectively used for this situation because Ma (Christy's mother) got a good and correct response from her Cerebral Palsy child.

[Datum 13]

[Context of Datum 13]

This scene takes place in a building where Christy is holding an exhibition for the book he wrote and his paintings, Ma tells Christy to stop because he is had quite a few drinks before.

[Utterances]

Ma (mother) : **(13.1)** *You've had enough to drink, Christy*

(forbade Christy to drink more alcohol)

(13.2) *Don't have any more drink. Do you hear me?*

(told Christy to stop drink more alcohol)

[Source: *My Left Foot* Movie]

[Analysis of Datum 13]

In datum 13, Ma (Christy's mother) produces two utterances that are included in the regulatory function. Both utterances (13.1) and (13.2) included in the regulatory function because it can be clearly seen that Ma (Christy's mother) give a command to Christy that he must stop drinking any other alcohol because he had drunk enough. Ma (Christy's mother) repeatedly told Christy to listen to what she just told. Apart from giving commands, Ma (Christy's mother) did not gives any other physical instructions etc to Christy. Even so, Ma repeatedly told Christy not to drink any other alcohol. However, Christy responded to her mother, saying he would not drink more alcohol.

From datum 13 which consists of utterances (13.1) and (13.2), the language function contained in the two utterances is a regulatory function. In this case, Christy responded to what his mother said by did not drink any other alcohol. Christy gave the right response even though he also got help from his mother to carry out the order. This shows that the regulatory function can be effectively used for this situation because Ma (Christy's mother) got a good and correct response from her Cerebral Palsy child which was indicated by the response 'did not drink any other alcohol anymore'.

[Datum 14]

[Context of Datum 14]

This scene takes place at Christy's house, that day Christy was sad and did not leave the room for several days until his mother came and talked to him.

[Utterances]

Ma (mother) : **(14.1)** *You get more like your father everyday, all hard in the outside and putty on the inside.*

(Christy's character is getting more and more similar to his father)

(14.2) *If you giving up, I haven't.*

(Ma doesn't give up on Christy's life)

[Source: *My Left Foot* Movie]

[Analysis of Datum 14]

In datum 14 in the form of autterance (14.1), Ma (Christy's mother) produces utterance that included in the imaginative function. This can be seen from Ma's words which show words to describe something to make it more beautiful when it is said to Christy. But from the imaginative function, it seems that Christy did not give any response to his mother, this may be difficult for

Christy to understand who was diagnosed as cerebral palsy children. Therefore, the imaginative function is not effectively used when communicating with children with cerebral palsy.

Meanwhile in datum 14 in the form of utterance (14.2), Ma (Christy's mother) produce utterance that included in personal function. This function allows the speaker (Christy's mother) to express her own individuality such as: personality, emotions, and feelings). On (14.2) Ma says to Christy *'if you giving up, I haven't',* from this utterance it can be seen that Ma express her own feeling and told that to Christy before she won't give up. In this datum, Christy looked at Ma without giving any response. This shows that the personal function can not be effectively used for this situation because Ma (Christy's mother) did not get any response from Christy.

[Datum 15]
[Context of Datum 15]

This scene takes place at Christy's house, that day Christy was sad because he felt that he is different from other people and did not leave the room for several days until his mother came and talked to him.

[Utterances]

Ma (mother) : **(15.1)** *You have me hearbroken, Christy Brown.*

(Ma is sad to see Christy in despair)

(15.2) *Sometimes, I think you are my heart.*

(Ma is sad to see Christy in despair and told her feelings)

(15.3) *If I could give you my legs, I would gladly take yours.*

(Ma told Christy that she would trade her legs for Christy's if she could so that Christy wouldn't be sad)

[Source: *My Left Foot* Movie]

[Analysis of Datum 15]

Datum 15 which is consist of three utterances, there are (15.1), (15.2), and (15.3). Ma (Christy's mother) produces these three utterances that are included in the personal function. This function allows the speaker (Christy's mother) to express her own individuality such as: personality, emotions, and feelings). On (15.1) Ma says to Christy *'You have me hearbroken',* on (15.2) Ma says *'Sometimes, I think you are my heart',* and on (15.3) Ma says *'If I could give you my legs, I would gladly take yours'.* In this case, from these three utterances it can be seen that Ma express her own feeling and told that to Christy her feeling to him.

In addition, personal function allows the speaker (Christy's mother) to express her own individuality such as: personality, emotions, and feelings). But in this datum, Christy looked at Ma without giving any response. This shows that the personal function can not be effectively used for this situation because Ma (Christy's mother) did not get any response from Christy.

[Datum 16]
[Context of Datum 16]

This scene takes place at Christy's house, that day Christy and his mother tried to build a small beroom for Christy by piling bricks one by one. A moments later Christy's father and brother came to see what Christy and his mother were doing. They (Christy's father and brother) then took over the work to build Christy's bedroom.

[Utterances]

Ma (mother) : **(16.1)** *Well, Christy. That's the nearest he'll ever come to saying he loves you.*

(Ma told Christy that this is a sign of his father's love for him)

[Source: *My Left Foot* Movie]

[Analysis of Datum 16]

In datum 16, Ma (Christy's mother) produces utterances that are included in the representational function. Utterances (16.1) included in the representational function because Ma (Christy's mother) give an information to Christy and explains that his father actually loves him but finds it difficult to reveal it to Christy. Representational functions are the only functions that adults have because they know more about what they are with and see. In utterance (16.1) Ma makes a statement that shows and tells that is the form of Christy's father's love for him. From that utterance it include to representational function.

In addition, datum 16 which is consists of utterance (16.1), the language function contained in the utterance are representational function. In utterance (16.1) Christy did not show any response to what his mother said. This shows that the representational function in this datum 16 is less effective because Christy does not give any response to what his mother said.

[Datum 17]
[Context of Datum 17]

This scene takes place at Christy's house, that morning Christy and his mother went to the market to shop, when they came back from the market they

were shocked to see Pa (Christy's father) passed out lying on the kitchen floor. Ma and Christy panicked, while Pa could not be saved, he died.

[Utterances]

Ma (mother) : **(17.1)** *Christy, your father's on the floor and I can't open the door.*

(Ma panicked to see Pa (Christy's father) passed out in the kitchen)

(17.2) *Christy, I can't open the door!*

(told Christy to help her open the door)

(17.3) *Christy, Push!*

(told Christy to push the door)

[Source: *My Left Foot* Movie]

[Analysis of Datum 17]

Datum 17 in the form of utterance (17.1), Ma (Christy's mother) produces utterance that is included in the representational function. Datum 17 included in the representational function because it can seen that Ma (Christy's mother) give a number of facts and explained to Christy about his father passing out, although Ma tells Christy when she is in a panic, it does not change the function of the language. Representational functions are the only functions that adults have because they know more about what they are with and see. Datum 17, in the form of utterance (17.1), Ma makes a statement that she saw Christy's father passed out. Ma uses a representational function to provide information to Christy.

While datum 17 in the form of utterance (17.2) and (17.3), Ma (Christy's mother) produces both utterances that are included in the regulatory function.

Utterances (17.2) and (17.3) included in the regulatory function because it can be clearly seen that Ma (Christy's mother) give a command to Christy so he can immediately help Ma to open the door by pushing it with his body according to the instructions she gave. Apart from giving commands, Ma (Christy's mother) also gives physical instructions by pushing the kitchen door. This was done in order to gain a better understanding of the commands she had spoken earlier. In this case, Christy responded to what her mother said by pushing the kitchen door with his mother to help his father that passed out in the kitchen. Christy gave the right response even though he also got help from his mother to carry out the order. This shows that the regulatory function can be effectively used for this situation because Ma (Christy's mother) got a good and correct response from her Cerebral Palsy child which was indicated by the response 'push the door'.

3.2 Discussion

In this sub-chapter, the researcher writes and shows about the identification aspects that were found after the findings were presented. One questions must be answered in this sub-chapter. The question is about how language functions are used by parents in talking to cerebral palsy character in *'My Left Foot'* Movie as the main object of this research.

Based on the analysis data presented above, the researcher found that Ma (Christy's mother) as the caretaker communicate with Cerebral Palsy character has several types of language functions which can be classified as follows:

Table 3.1 Frequency of language functions used by parents in communicate with cerebral palsy character in *'My Left Foot'* movie based on Halliday (1992) theory.

No	Language Function	Frequency	%
1	Regulatory Function	15	44.1%
2	Representational Function	9	26.4%
3	Personal Function	5	14.7%
4	Imaginative Function	2	5.8%
5	Heuristic Function	2	5.8%
6	Instrumental Function	1	2.9%
7	Interactional Function	-	-
Total		34	99.7%

Based on the table (Table 3.1) above it is shown that the total number of language functions in *'My Left Foot'* movie are 34 times used by Ma as a parent in communicate with cerebral palsy character. Based on the analysis and the table, the researcher found that the most dominant language function often used by caretakers is the regulatory function which is used 15 times or 44.1% in the movie. While other functions have a lower frequency, such as representational functions that are used 9 times or 26.4%, personal functions that are used 5 times or 14.7%, imaginative and heuristic functions that both appear 2 times or 5.8%, instrumental functions that appear 1 times or 2.9%, and the last one is an interactional function that is not used at all by Ma as the caretakers in communicate with cerebral palsy character. All of the functions mentioned above are included in the Halliday (1992) theory.

Table 3.2 Language functions effectiveness used by parents when communicating with cerebral palsy character in *'My Left Foot'* movie based on Halliday (1992) theory.

No	Language Function	Frequency of Effectiveness	%
1	Regulatory Function	15	44.1%
2	Representational Function	-	-
3	Personal Function	-	-
4	Imaginative Function	-	-
5	Heuristic Function	2	5.8%
6	Instrumental Function	1	2.9%
7	Interactional Function	-	-
Total		18	52.8%

The table (Table 3.2) shows that the total number of the effectiveness of language functions in *'My Left Foot'* movie are 18 from 34 utterances used by Ma as a parent in communicate with cerebral palsy character. Based on the analysis and the table, the researcher found that the most effective language function used by the caretakers is the regulatory function which is used 15 times or 44.1% in the movie. Contrary to regulatory function, other functions have a lower frequency, such as heuristic function on the second place that occur in 2 utterances or 5.8%, and the third place is instrumental function that occur only in 1 utterance or 2.9%. While the other functions such as Representational Function, Personal Function, Imaginative Function, and Interactional Function

are not effective in communicating with cerebral palsy character. All of the functions mentioned above are included in the Halliday (1992) theory.

3.2.1 Various types of language functions presented by Ma (Christy's mother) in communicate with Cerebral Palsy character from *'My Left Foot'* movie

a. Regulatory Function

The regulatory function is used to manage the behavior of others, to manipulate the person in the environment (Halliday, 1992: 12). In analyzing the data in this study, it was found 15 regulatory functions used by Ma (Christy's mother) as the caretakers in communicating with Christy (cerebral palsy character), the datums included in the regulatory functions are: datum 2 (2.1), datum 5 (5.1 and 5.2), datum 6 (6.1), datum 7 (7.3), datum 8 (8.1), datum 9 (9.1 and 9.3), datum 10 (10.1 and 10.2), datum 11 (11.1), datum 13 (13.1 and 13.2), and last but not least are datum 17 (17.2 and 17.3).

Regulatory function often used in communicating with cerebral palsy characters in *'my left foot'* movie, for example in datum 2 (2.1), caretakers give orders to cerebral palsy characters to eat the porridge that she gives, the command marked with the sentence *'here, Christy'* (while serving a spoonful of porridge in Christy's mouth). In this case, the regulatory function is very effective because listeners always respond to the caretakers. This function is also considered to be easily followed by Cerebral Palsy characters in the movie considering that he gives a very good response.

Regulatory function used to monitor and control events. In this case giving orders are one of the types. Another example are in datum 6 (6.1) which is also detected as a regulatory function in this study, in that datum, Ma as caretakers told Christy to go to bed immediately because it was too late, the utterance produced by Ma was *'come on Christy, it's way past your bed time'* that indicate to regulatory function. In that utterance, Ma regulates Christy's behavior which is a clear form of regulatory function. Those explanation also applies to other datums indicated as regulatory functions in this study.

b. Instrumental Function

The instrumental function serves to control and manipulate the environment. The instrumental function is also known as the *'I want'* function, and also as the *'I do not want'* function (Halliday, 1992:11). Instrumental functions are used when children cannot recognize the language used, thus requiring explanations and clearer language contexts in order to understand. In analyzing the data in this study, it was found 1 instrumental functions used by Ma (Christy's mother) as the caretakers in communicating with Christy (cerebral palsy character), the datum included in the regulatory function are datum 8 (8.2).

The instrumental function is used when children do not well recognize the language so they need a clearer explanation and context. The instrumental function serves to manipulate and control the environment, to cause certain events to happen as well as to satisfy material needs. It is a tool of getting things done which is known as the *'I want'* function and *'I do not want'* function as

well (Halliday, 1992: 11). This language function used by caretakers to convey what they think. Instrumental functions are found in one datum in this study, namely datum 8 (8.2). Children has developed a meaning potential in which he or she can request goods or services, the latter in the form either of physical assistance or of

having something made available to him or her. In this case, datum 8 (8.2) Christy as the character diagnosed with cerebral palsy responds by way (nodding) to the utterance produced by the caretakers who ask him about relighting the candles in the church. As a result of the analysis above, it is found one utterance classified as instrumental functions and the caretaker get a brief response from the cerebral palsy character which is characterized by 'nodding'.

c. Representational Function

Representational function is a language that aims to describe certain goals and objectives. These aims and objectives can be in the form of facts and knowledge, explaining an event, reporting something, etc. According to Halliday (1992), the use of language to make propositions and statements, convey knowledge and facts, also report and explain to present reality as one sees it called representational function. This function is purely owned by adults, in analyzing the data in this study, it was found 9 representational functions used by Ma (Christy's mother) as the caretakers in communicating with Christy (cerebral palsy character), the datum included in the regulatory function are:

datum 1 (1.1 and 1.2), datum 3 (3.1 and 3.2), datum 4 (4.1), datum 7 (7.1 and 7.2), datum 16 (16.1), and datum 17 (17.1).

Representational function conveys a message which has specific reference to the process, objects, persons, qualities, abstractions, and relations of real-world around the speakers (Halliday, 1992: 16). The use of language to make statements, convey facts and knowledge, explain or report, in other words describe the actual reality, as seen by someone. In datum 1 (1.1) and (1.2), Ma conveys information about the specific object and the number of those objects. The object is a money box that she keeps to save money and buy Christy a wheelchair. In datum 3 (3.1) and (3.2) Ma conveys a message which the spesific reference is a process, Ma explained to Christy that she was going to give birth and explained it. In datum 4 (4.1), Ma conveys an information which the spesific types is an object and person. Ma explain and describe her parents to Christy, the object here is a photo album and the person are the parents (Christy's grandma and grandpa). In datum 7 (7.1 and 7.2), Ma explain about *All soul's Night* to Christy which is included in a relations of real-world around the speakers. In datum 16 (16.1), Ma conveys a fact and knowledge to Christy about his father. And last but not least in datum 17 (17.1), Ma conveys person and fact to Christy. Person here refer to Christy's father and the fact about his father passing out and lying on the floor.

The findings of the analysis of several datums included in the representational function that are found 9 utterances which included to the types

of conveying object (1.1 and 1.2), process (3.1 and 3.2), object and person (4.1), relations of real-worlds (7.1 and 7.2), person and fact (16.1 and 17.1).

d. Personal Function

Personal function is language that is used as a tool to express oneself, for example regarding emotions, opinions, feelings, and intentions that are individual. The personal function allows the speaker to express his or her own individuality (personality, emotion, and feelings) and is also known as the *'here I come'* function (Halliday, 1992: 17). From the data in this study, personal function used by Ma (Christy's mother) as the caretakers in communicating with Christy as the cerebral palsy character found in 5 datum of the study, those are: datum 11 (11.2), datum 14 (14.2), and datum 15 (15.1, 15.2, and 15.3).

Personal function is used to convey personal feelings to others (interlocutors). In this study, personal functions are found in 5 datums, the first personal function is in 11 datum in the form of utterance (11.2), the utterance produced by Ma, she tells and informs her interlocutor (Christy) that she is angry. In datum 14 (14.2), Ma produces an utterance that states she has not given up on Christy's life, in which Ma clearly describes her feelings for Christy. Datum 15 (15.1, 15.2, and 15.3) Ma produces utterances that also describe her feelings, personal fungsions gives an opportunity for a speaker to express feelings, emotions, personal, and deep reactions. A person's personality is usually characterized by the use of the personal function of his language in communicating with others, it is clear that consciousness, and feeling interact together in various ways. Therefore the personal function is important in

communicate with cerebral palsy character in order to help them predict how the emotions and feelings of the caretakers.

e. Imaginative Function

Imaginative function, namely the use of language to fulfill and channel aesthetic (beautiful) feelings, such as singing and literary works. This function is also known as the *'let's pretend'* function. The imaginative function serves to create imaginary systems or ideas (Halliday, 1992: 15). Language in imaginative function can be when someone adults rendering of children's rhymes and songs, which are often very dramatic, with intonation and rhythm appropriate to the content. For example, *'the king of the jungle has loud and frighten voice'*. From the data in this study, imaginative function used by Ma (Christy's mother) as the caretakers in communicating with Christy as the cerebral palsy character found in 2 datum of the study, those are: datum 9 (9.2), and datum 14 (14.1).

This function is often exaggerated to help children imagination to better understand the intent and purpose of the utterance. This function also serves the creation of systems or ideas that are imaginative. Telling fairy tales, reading jokes, or writing novels, is a practice of using the imaginative function of language, the speakers free to adventure and wander across the real world to explore the peak of the nobility and beauty of language itself. As can be seen from datum 9 (9.2), Ma uses the word *'heaven'* to help enhance Christy's imagination.

f. Heuristic Function

Heuristic function is the use of language to learn or obtain information such as questions or requests for explanations or something. The language used in studying and studying science, developing technology, and conveying something scientific. Therefore this function also known as *'tell me why'* function. From the data in this study, heuristic function used by Ma (Christy's mother) as the caretakers in communicating with Christy as the cerebral palsy character found in 2 datum of the study, those are: datum 12 (12.1 and 12.2).

Furthermore, this function is often conveyed in the form of questions that will lead to the answer, which is also known as the *'tell me why'* function (Halliday, 1992: 17). There are two utterances produce by Ma included in heuristic function, but not in the form of question such as datum 12 (12.1 and 12.2).

3.2.2 The Most Dominant Language Function in *'My Left Foot'* Movie

Based on 17 datums consists of 34 utterances produced by Ma as the caretakers in *'My Left Foot'* movie, regulatory functions are mostly found from the movie used by Ma as the caretakers. The regulatory functions found in 10 datums consists of 15 utterances produced by the caretakers. This type is dominant because it is considered to easily make the Cerebral Palsy characters obey what the caretakers say in the movie.

The regulatory function is also considered effective in communicate with cerebral palsy characters, this can be seen from the response of every utterance that the caretakers produce using the regulatory function. Children with cerebral

palsy always respond to the regulatory function because this function requires them to do something according to the caretakers utterance. In addition, children with cerebral palsy have no difficulty in receiving information from someone who communicates with them, so that it can make it easier for them to respond.

Regulatory function becomes the most dominant because this function makes parents give direct orders to children diagnosed with cerebral palsy who have difficulty producing language. The commands given are not only in the form of language, but also with gestures so that children can more quickly understand and immediately give the right response according to directions from the caretakers. While the interactional functions are not used in communicating with cerebral palsy characters because children diagnosed with cerebral palsy have major difficulties in producing language, while the interactional function is usually used by someone when communicating with students, etc., This makes it difficult for children diagnosed with cerebral palsy to even be able to give an appropriate response, so this function is considered ineffective for use on the character of cerebral palsy.

CHAPTER IV

CONCLUSION AND SUGGESTION

After showing all the findings and about the discussion in the chapter above, in this chapter the researcher draws conclusions and suggestions for readers and future researchers who may research about language functions in the future.

4.1 Conclusion

From this research, when parents talk to disabled children, not all language functions are used, this can be proven that only 6 out of 7 language functions from Halliday were used by parents as the caretakers in this study. Conclusions are drawn regarding the findings based on the formulation of the problem, the results of the analysis, and the discussion in the study.

Based on the findings, Ma as the caretakers produces language functions such as regulatory functions, instrumental functions, representational functions, personal functions, imaginative functions, and heuristic functions. Interactional function was not found in this study.

Among those functions, regulatory function are the most dominant and effective function occurs in 15 utteraces or 44.1% produced by Ma to communicate with cerebral palsy character. The regulatory function is an effectives function that directly gives orders to the cerebral palsy character, so it easier for children with cerebral palsy to respond verbally and non-verbally. However, from the 7 types of language functions according to Halliday (1992: 11), interactional functions are not found in this movie. It can be caused the

interactional function demands a direct response from the interlocutor, while children with cerebral palsy have a main disorder in producing language, soit makes children with cerebral palsy difficult to respond directly without commands, gestures, etc.

4.2 Suggestion

This study uses Halliday's theory as the main theory and has been investigated in such a way in order to obtain useful findings for future researchers. In order to get an explaination more broadly about the scope of the topics in this study, the researcher provides suggestions that may be useful for further researchers in this field.

First, considering the difficulty of field research at this time due to the covid-19 virus, the data from this study was entirely taken from a movie entitled *'My left foot'* with 1:43:00 seconds duration. By taking data from a movie, the research does not have a lot of data to study, so there is not enough data to cover a broad research on the topic under the study. Therefore, Further researchers who are interested and research in the field of discourse analysis, especially in language functions are advised to conduct direct research in the field with real characters and real conversations so they can fill the gaps from the previous research.

Second, this study only uses one method approach. Namely qualitative method approach without using quantitative methods approach, so that this study cannot generalize the topics discussed in the study. Therefore, Further researchers who are interested and research in the field of discourse analysis,

especially in language functions are advised use a mix method (qualitative and quantitative method approach), so the results can be more comprehensive and useful.

And lastly, this study does not analyze how to overcome or solve the language problems and disorders experienced by cerebral palsy characters as the main focus because it is only within the scope of a linguistic approach. Therefore, Further researchers who are interested and research in the field of discourse analysis, especially in language functions are advised to do with other approaches such as neurology or even psychology to help the difficulties of children diagnosed as cerebral palsy.

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APPENDIX

No	Datum from Ma's (Christy's mother) Utterances	Types of Language Function						
		Regulatory function	Representational function	Personal function	Imaginative function	Heuristic function	Instrumental function	Interactional function
1	*Something for the money box, Christy.*		V					
2	*Another pound saved, Christy.*		V					
3	*Here, Christy.*	V						
4	*I have to go away, Christy. To hospital.*		V					
5	*Don't worry, Sheila's going to look after you while I'm gone.*		V					

#		1	2	3	4	5	6	7
6	*That's my ma, that's my da. I was their baby.*		V					
7	*Go on, Christy.*	V						
8	*Go on, make your mark.*	V						
9	*Come on, Christy. It's way past your bed time.*	V						
10	*Christy, don't push me nerves any further, allright?*			V				
11	*If you giving up, I haven't.*			V				
12	*That's your soul going up to Heaven!*				V			
13	*You know that God is looking down on you right now and that coal is not coming into this house.*					V		

14	*You know it's a sin to steal*					V		
15	*What do you want? Do you want to light another candle? Is that it? Do you? For the poor souls?*						V	