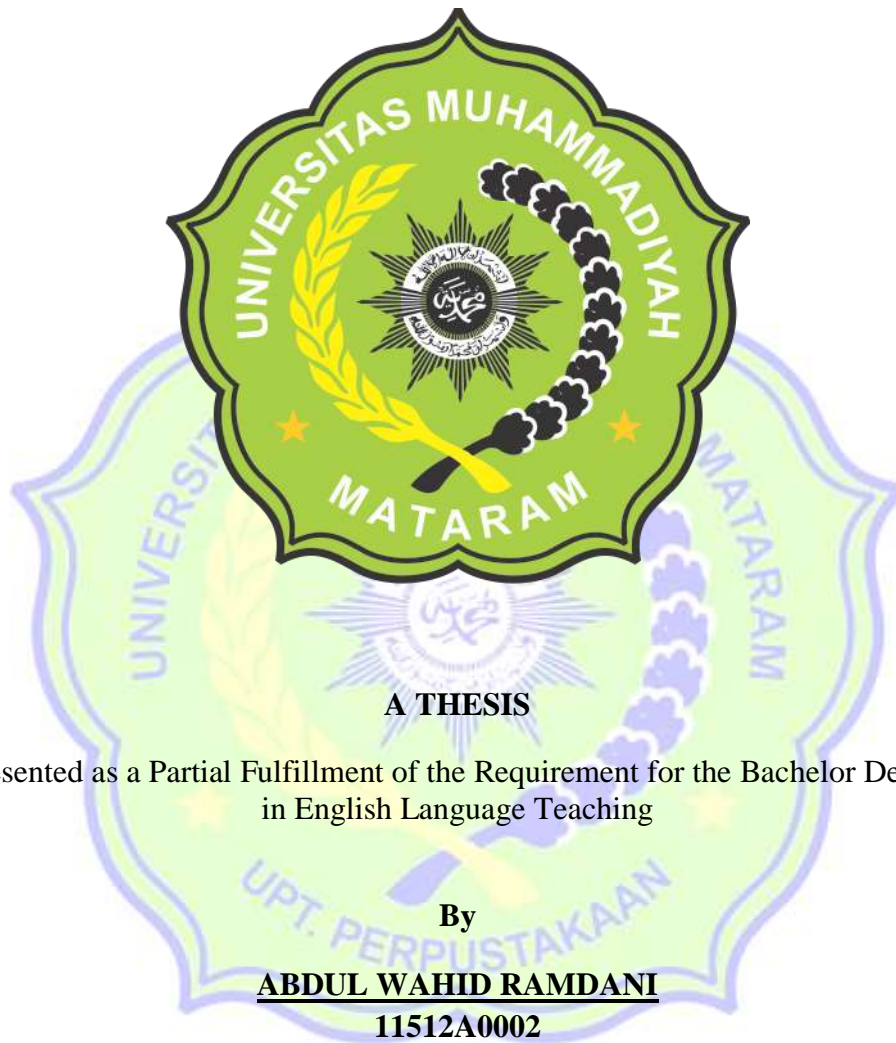


**GRAMMATICAL FEATURE ANALYSIS OF AFRICAN AMERICAN  
VERNACULAR ENGLISH (AAVE) IN “FRUITVALE STATION” MOVIE**



**A THESIS**

Presented as a Partial Fulfillment of the Requirement for the Bachelor Degree  
in English Language Teaching

By

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MATARAM  
2019**

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**A Thesis**

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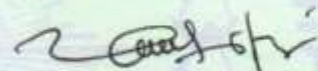
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This is to Certify That the Thesis has Been Approved by the Board of  
Examiners as the Requirements for the Bachelor Degree  
in English Education Language

By

The Board of Examiners Committee

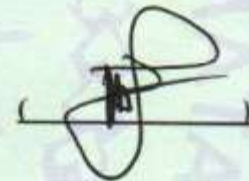
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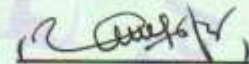
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This thesis entitled "Grammatical Feature Analysis of African American Vernacular English (AAVE) in Fruitvale Station Movie". This thesis pure of opinion, the formulation and the research of the researcher made by my self without made by other people, if there are creations or opinions of other people that have been published, it is true as the resource and be included into bibliography. If later, this declaration is not true, the researcher is ready to accountable with all of consequences. Thus, this declaration made by the researcher consciously without influence from other people.





## MOTTO AND DEDICATION

### Moto:

*“Talk Less, Do More”*

(Anonym: 2019)

### Dedication:

The writer would like to dedicate this thesis to:

1. My beloved father H. Mulyadi and my beloved mother Musnah, who always pray, support me and guide me to be success in my study and my life, thanks a lot for all the motivation.
2. My beloved brothers and sisters, Muhammad Isnain Khalid and Najwa Tsalatsah who always motivate me to succeed until the completion of this thesis.

## ACKNOWLEDGEMENT

Praise to be Allah, the most gracious and the most merciful, who has given his blessing and chance for completing this thesis entitled “Grammatical Feature Analysis of African American Vernacular English (AAVE) in Fruitvale Station movie”. In finishing this thesis, the researcher obtained so many helps, supports, loves and many valuable things from various parties. Therefore, the researcher would sincerely thank to:

1. Drs. H. Arsyad Abd. Gani, M.Pd., the Rector of Muhammadiyah University of Mataram.
2. Dr. Hj. Maemunah S.Pd.,M.H., as the Dean Faculty of Teacher Training and Education.
3. Hidayati, M.Hum., as the Head of English Education Department.
4. The first consultant Humaira, M.Pd., and the second consultant Muhammad Hudri, M.Pd., who has always patiently guidance and spent countless time that has given to the researcher to finish this thesis.
5. All excellent lecturers of English Education Program of Muhammadiyah University of Mataram.
6. My beloved parent, H. Muliyadi and Musnah.
7. My beloved brother and sister, Muhammad Isnain Khalid and Najwa Tsalsah.

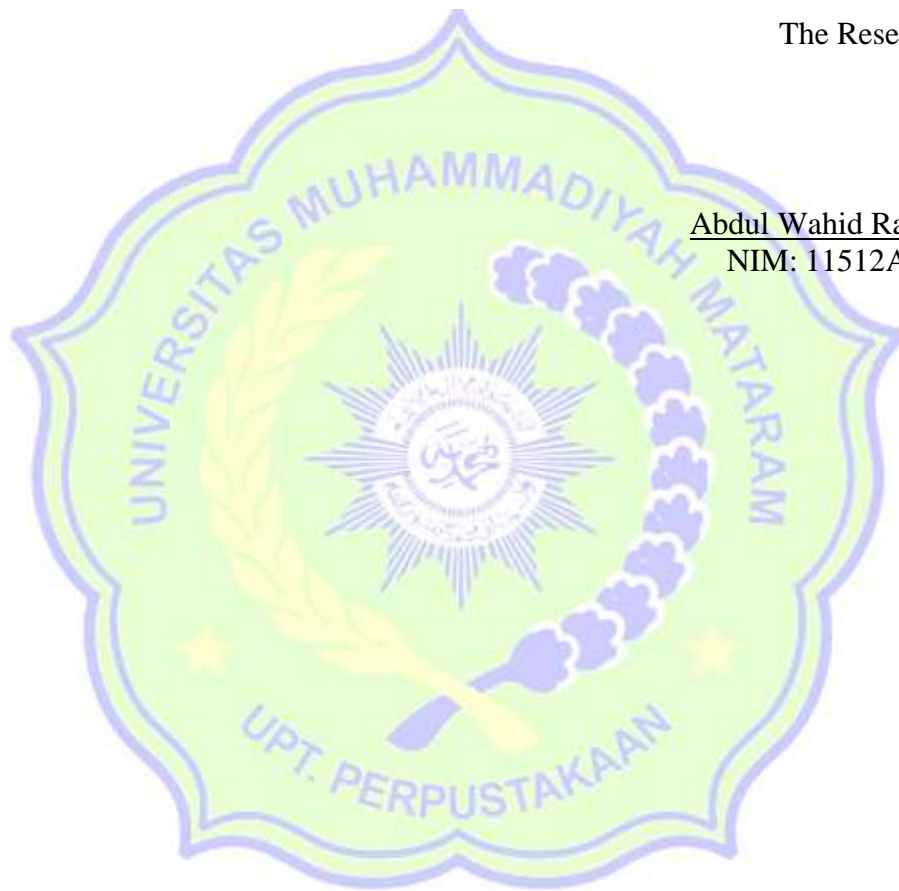
8. My beloved friends, Muhammad Muji Miptahudin, Rusyadi, Zulfirzi  
Zas, Dinda Dwi Maharani, Arsita Indah Nurul Hakiki and Liss Silvianti  
Putri

May Allah SWT always give His blessing and His love for all of  
you.

Mataram, August 2019.

The Researcher,

Abdul Wahid Ramdani  
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## ABSTRACT

Ramdani, Abdul Wahid. 2019. A Thesis: *Grammatical Feature Analysis of African American Vernacular English in "Fruitvale Station" Movie*. Muhammadiyah University of Mataram, Faculty of Teacher Training and Education English Education Program. Advisors : 1) Humaira, M.Pd., 2) Muhammad Hudri, M.Pd.,

African American Vernacular English is a social dialect or a Non-Standard variety of American English which contains different phonological and grammatical features with Standard English (SE). This study aims at analyzing the selected grammatical of African American Vernacular English (AAVE) features in "Fruitvale Station" movie which includes the use of negative marker *ain't* as the alternation of *auxiliary+not* or *be+not*, negative concord or double negation, copula absence, remote been, generalization of *is* and *was*, completive done, the use of objective pronoun *them* as a demonstrative and simple past of *had+past* form of a verb. The study focused on the theories of Howe and Walt Wolfram about African American Vernacular English and adjusted the findings to the Standard English form. The writer used note taking as the tool to find out the data. The data were analyzed using descriptive qualitative method. The results of the research defined the use of negative marker *ain't* as in "*she ain't say that*" for "*she does not say that*" in SE. This function shows the alternation of *auxiliary+not* or *be+not* and as negative marker to stress the negative meaning of the sentence. Copula absence such as in "*Osc, where you at?*" for "*Osc, where are you at?*" in SE. The movie also uses the AAVE verb phrase feature remote *been* such as "*he been shoot*" for "*he had been shoot*" in SE. The movie also shows the use of auxiliary *is* for pronoun *you* as in "*what the fuck is you doing bruh?*" for "*what are you doing brother?*". The writer concluded that African American Vernacular English was used by actors in the movie to communicate each other and the grammatical features of African American Vernacular English are different from Standard English grammatical rules.

**Keywords:** *Grammatical Features, AAVE, Standard English, Movie.*



African American Vernacular English adalah dialek sosial atau bervariasi yang tidak standar dari bahasa Inggris yang mencakup pengucapan yang berbeda dan fitur grammar yang berbeda dari standar bahasa Inggris. Pembelajaran ini bertujuan untuk menganalisis pemilihan fitur grammar dari African American Vernacular English di film “Fruitvale Station” yang terdiri dari penggunaan negasi *ain’t* sebagai alternatif dari *auxiliary+not* atau *be+not*, penghilangan copula, remot *been*, generalisasi dari *is* dan *was*, completive *done*, penggunaan objek *them* sebagai demonstrative dan simple past of *had+past form of a verb*. Pembelajaran ini fokus dalam menggunakan teori dari Howe dan Walt Wolfram tentang African American Vernacular English dan mencocokkan penemuan ke bentuk standar bahasa Inggris. Penulis menggunakan note taking sebagai strategi untuk mendapat data. Data yang dianalisis menggunakan metode deskripsi. Hasil dari penelitian menjabarkan penggunaan negasi *ain’t* seperti di “*she ain’t say that*” untuk “*she does not say that*” di Standar Inggris, fungsi ini menunjukkan alternatif dari penggunaan dari *auxiliary+not* atau *be+not* dan penanda negative untuk penekanan untuk makna yang negative dari kalimat. Penghilangan Copula seperti pada “*Osc, where you at?*” untuk “*Osc, where are you at?*” di standar Inggris. Film ini juga menggunakan fitur remote *been* dari AAVE seperti di “*he been shoot*” untuk “*he had been shoot*” di standar Inggris. Film ini juga menunjukkan penggunaan dari *auxiliary is* for pronoun *you* seperti di “*what the fuck is you doing bruh?*” untuk “*what are you doing brother?*”. Penulis menyimpulkan bahwa African American Vernacular English digunakan oleh pemeran dari film untuk berkomunikasi satu sama lain dan fitur grammar dari African American Vernacular English berbeda dengan aturan grammar dari standar Inggris.

**Kata Kunci:** *Fitur Grammar, AAVE, Standar Inggris, film.*

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language takes an important role in the all variety of human situation. It is used by human being as a media to interact or communicate between one and each other. It becomes a social phenomenon which it is not only the matter of the existence of the language but also who uses the language. Fasold (1990:1) staid that the function of using language are when people use language, they do more than just to get another person to understand the speaker's thought and feelings. At the same time, both people are using language in suitable ways to define their relationship to each other to identify themselves as part of a social group and to establish the kind of speech event they are in.

The study of language variation is an important part of sociolinguistics, to the extent that it requires reference to social factors. Languages vary from one place to another, from one social group to another and from one situation to another. Certainly when a particular community speaks their own language, they have their own characteristic in using the language.



There are a number of communities who speak with Standard English and are also some others who speak with Non-Standard English. One of Non-Standard English or Non-Standard language that is well known in the United State of America with special name, namely African American Vernacular English (henceforth: AAVE). This language has some characteristics which do not occur oftentimes in Standard English.

According to Stewart et. al (2001:318) there are some English varieties that are related to ethnic groups such as Vietnamese English, Chicano English, Italian English, Puerto Rican English, Jewish English, German English, Irish English, American Indian English and African American English or African American Vernacular English (AAVE). AAVE is contemporarily popular discussion among linguists, therefore the researcher took part in discussing this English variety.

African American Vernacular English has been labeled in some terms such as Non-Standard Negro English, American Negro speech, Black dialect, Black street speech, Negro dialect, Negro English, Black English, Black Vernacular English (BVE), African American, African American English (AAE) and African American Vernacular English (AAVE).

In this study, the researcher is going to use the term of AAVE as it is more frequently preferred by linguists than other terms. Talking about this variation of language, Ezgeta (2012:9) has been explained that AAVE is a social dialect or a Non-Standard variety of American English which contains distinctive phonological and grammatical features, some of these features are unique, while others may be shared with other informal varieties of American English. Speakers of AAVE usually alternate between the use of Standard English and AAVE features.

The use of AAVE in now days is getting popular because of civil rights in the United State of America (USA) which gives the change for Black Americans to be get involved in every life aspects in America. The appearance of hip-hop music, rap music rappers and singer such as Akon, Dr. Dre, Lil Wayne and others, some famous actors like Michel B. Jordan, ice cube, snoop Dog and others also had taken part in the popularity of AAVE use in the US and also the appearance of black popular icons like Barack Obama (the former of the US president).

The use of AAVE is one of the results of the working class mixed society in Northern America. In the Northern America, the living conditions contribute to the reason why AAVE is still perceived as an inferior language. Americans living in this area since most of Black Americans has settled in this part of this city. In now days, this kind of language is not only used by black Americans but also used by white Americans like the famous singer Ed Sheeran in one of his songs entitled *happier* and many movies which starring by black Americans in

now days is getting more but we did not realize it. Therefore the researcher interested to analyze the use of this kind of language that used in a movie.

The movie that selected in this study is “Fruitvale Station”, a 2013 American biographical tragedy film which is written and directed by Ryan Coogler and starred by Michael B Jordan (main character). This movie was selected because the researcher thought it is relevant to the use of African American Vernacular English in which the movie mostly engaged African American actors. It means this movie is very suitable as the object of research which related to the use of AAVE features. Therefore, the title of this research is Grammatical Analysis of African American Vernacular English (AAVE) in “Fruitvale Station” movie.

Related to this explanation, several studies have been done about AAVE. First, Paakinen (2013) in his research with the title “*A study of African American Vernacular English in Three Novels and Colloquial Finish in their Translation – the Dark Tower II, the Drawing of the Three, A Time to Kill an Push*” also use African American Vernacular English, he focused on describing AAVE as a language variety. Second researcher is Prasetyo (2015) in his research with the title “*An Analysis of AAVE Grammatical Features as Depicted in the Utterances of Christopher Wallace in “Notorious” Movie*”. He found there are many utterances of the main character in the movie conceive the AAVE grammatical features by using the theories of Wolfram and Rickford. Third researcher is Ezgeta (2012) in her journal entitled “*Internal Grammatical Conditioning in African-American Vernacular English*”. She found that AAVE features are

commonly used by the selected public figures such as, the possessive –s absence, the plural –s absence, third person singular –s absence and the generalization of *was* and *is* to plural and second person pronouns.

## **1.2 Statement of Problem**

The problems which are proposed to be analyzed in this research are about the African American Vernacular English (AAVE) selected features emerge in the dialogs of the movie which are categorized as Non-Standard use of English. So, the researcher proposed a research question as follows:

“How are the AAVE selected grammatical features used in “*Fruitvale Station*” movie formed in Standard English use?”

## **1.3 Objective of the Research**

Based on the research question above, this research aims to adjust the selected grammatical of AAVE features found in “*Fruitvale Station*” movie with Standard English (SE) form.

## **1.4 Significance of the Research**

This research is expected to give both practically and theoretically significances where it supposed to give some significant contributions to the readers in some ways to enrich their knowledge about African American Vernacular English and more specifically for English learners whose learning method is watching movie, this research may become a useful reference to understand more about pragmatic of non-standard English used in movies. The researcher also hopes this research also can be a valuable for English Department students who are interested in sociolinguistics or interested in



conducting further research about AAVE and also as the reference for the next researcher who are doing research about this kind of language.

### **1.5 Scope of the Research**

The researcher focused on the grammatical feature which clarifies the types of AAVE Non-Standard grammatical features used in “Fruitvale Station” movie by using the theories of Howe (2005:174) and Walt Wolframe (2014:117-123). Furthermore, the data are taken only from the script of the movie “Fruitvale Station” where the actors of this film are using Non-Standard English that called AAVE as the language to communicate with each other.

### **1.6 Definition of Key Terms**

There are three key terms in this study to clarify the meaning briefly to avoid misunderstanding as listed below:

#### **a) Analysis**

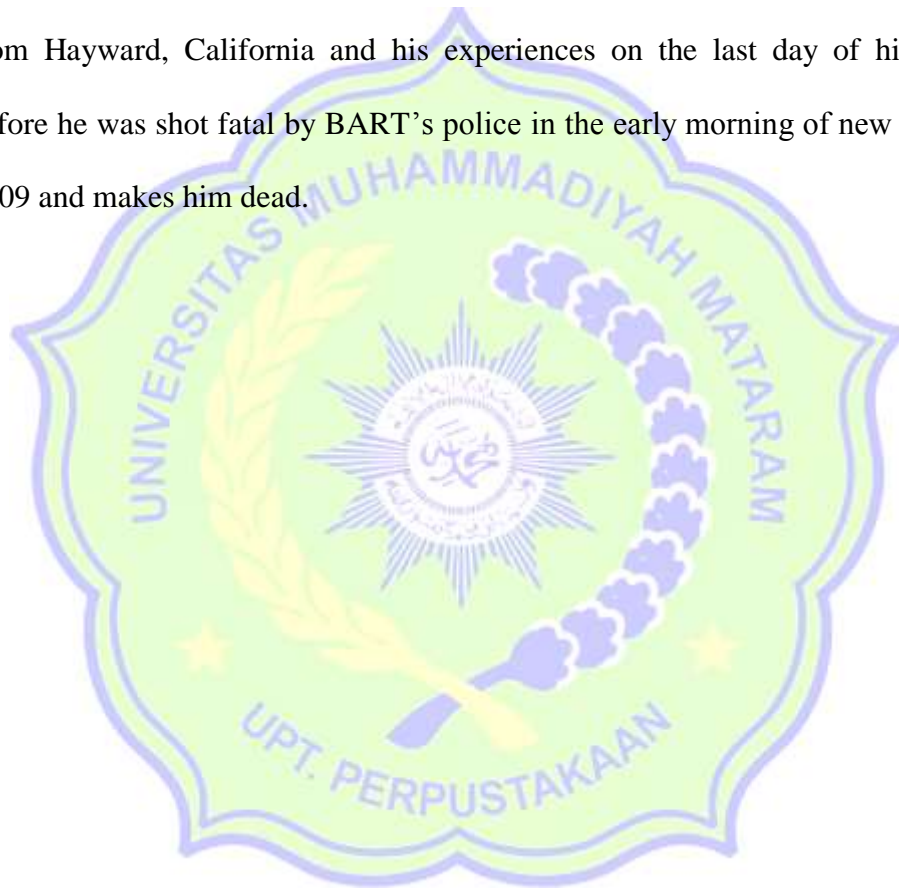
Analysis is a process of breaking up a concept, proposition, linguistic complex or fact into its simple or ultimate constituents (Audi 1999).

#### **b) African American Vernacular English (AAVE)**

African American Vernacular English is one types of language that used by African Americans people in United State (US) which shares a set of grammatical and other linguistics features that distinguish it from various other American dialects or a social dialect that a Non-standard variety of American English. Ezgeta (2012:9) stated that AAVE is a social dialect or a Non-Standard variety of American English, which contains different phonological and grammatical features with Standard English (SE).

**c) Fruitvale Station**

Fruitvale Station is a 2013 American biographical tragedy film which written and directed by Ryan Coogler, produced by Nina Bongiovi and starred by Michael B Jordan (main character) and Melonie Diaz, Kevin Durand, Chad Michael Murray, Ahna O'Reilly, Octavia Spencer (supporting actress). Fruitvale Station movie tells the true story of Oscar Grant III, 22 years old from Hayward, California and his experiences on the last day of his life, before he was shot fatal by BART's police in the early morning of new years' 2009 and makes him dead.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some relevant related literature, several supporting theories related to AAVE and previous studies that are used as theoretical bases of this research. The researcher focused on the grammatical features used in the movie entitled “Fruitvale Station”. This study takes utterances script from the movie.

#### **2.1 Sociolinguistics**

Sociolinguistics is the study about the relationship between language and society. It is interested in explaining why we speak differently in different social contexts, it is concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works as well as about the social relationships in a community and the way people convey and construct aspects of their social identity through their language (Janet Holmes, 2013:1). The study of sociolinguistics is related to cultural phenomenon so that it can affect the way of people speak or talk since it is determined by the social context (Trudgill, 2000: 32).

In line with the explanation above, Fishman in Wardhaugh (2010:16) says that sociolinguistics should encompass everything from considering “who speaks (or writes) what language (or what language variety) to whom and when and to what end”. Accordance with Trudgill, Holmes (2013: 01), people who study linguistics will probably concern on describing people’s different ways of speaking in different social contexts.

Based on explanation above, the researcher concluded that sociolinguistic is study about how to identify ways of describing and explaining the relationship between language and the social contexts in which it is used, it is also involves knowing how to use language for different functions.

Talking about sociolinguistics, it is closely related with AAVE where AAVE concerns in a particular social language which spoken by African Americans for interacting between each other.

## **2.2 African-American Vernacular English (AAVE)**

AAVE is language that used by black people in the US. Where this language was adopted by working-class descendants of the US slaves in colloquial language and it differs from standard American English. AAVE is spoken by mostly of African Americans, commonly spoken by urban working class and middle class of African Americans. Mostly in the inner-city areas of New York, Detroit, Boston, Philadelphia, Cleveland, Washington, Chicago, San Francisco, and Los Angeles, but it is also spoken in country areas.



The speech of African Americans conveyed particular grammatical and phonological features which demonstrate that it is a structured and systematic language variety rather than more careless speech (Mufwene et. al, 1998). Therefore, linguists recognize that AAVE as an ethnically based communication system, and not slang or broken language and contemporary linguists prefer to call it AAVE. However, it is used by all groups in the Black community and its words and phrases are stable over time (Smitherman, 2000).

Smitherman (1996:6) states that some linguists in fact refer to this as Ebonics. It developed, this language mixture, from two different linguistic traditions. It developed during enslavement, so it is talking about a language that came out of enslavement. With no enslavement, there would be no African American Vernacular English.

### **2.2.1 Grammatical Features of AAVE**

In this session, the researcher categorized AAVE features by using the explanations and terms of some AAVE grammarians such as Walt Wolfram, Darrin Howe, John Rickford, William Labov, Jack Sidnell and etc. which are related to every feature of AAVE.

## 1) Negation

Howe (2005:174) clarifies about the negation form in AAVE which is focused on three conspicuous structures in its negation system: *ain't*, negative inversion and negative concord. The use of *ain't* is similar to the form of *auxiliary+not* or *be+not* in Standard English form as in *she ain't right* for *she is not right*. The use of *ain't* also similar to the use of *do not* as in *he ain't want nothing* for *he does not want anything* in Standard English form. The use of *ain't* is also similar to the form of *have not* as in *she ain't come yet* for *she has not come yet* in Standard English form. The form of negative concord also one of the famous characteristic of AAVE negation form as in *I ain't see nobody* for *I don't see anybody* in Standard English.

## 2) Non-standard Question Formation

Rickford (1990:8) notes some explanations regarding the formation of AAVE question. In AAVE, the formation of direct questions is frequently formed without inversion of the subject and auxiliary verb, usually with rising intonation, as in “*Why I can't play?*” for “*Why can't I play ?*” for SE and “*They didn't take it*” ? for “*Didn't they take it ?*” for SE.

### 3) Verb Phrase

Wolfram (2014:117-123) clarifies some special characteristics of verb phrase form in AAVE as the followings:

a) The Generalization of *Is* and *Was*

The use of *is* and *was* to plural and second person subjects instead of using *are* and *were* as in “*They is wicked*” for “*They are wicked*”, or “*We was here*” for “*We were here*”.

b) Copula or Auxiliary Absence

The absence of copula or auxiliary such as *is* and *are*. For the example “*She nice* for *she is nice* or *we good* for *we are good*”.

c) Invariant *be*

This *be* is used to indicate a habitual event or action or an event distributed intermittently in time as in “*Sometimes they be playing games*”.

d) Completive *done* and Sequential *be done*

The use of *done* is usually along with the past tense of a verb, as in “*They done used all the good ones*”. It also can be used to intensify an activity.

e) Remote *been*

The stressed use of *been* with a past tense form of the verb as in “*I been had it for about three years*” or “*I been known him*” may show a special aspectual function that marks an activity that took place in the distant place.

- f) Simple past had + past form of a verb

This function indicates a simple past tense action, as in “*They had went outside and then they had messed up the yard*” for “*They went outside and then they messed up the yard*” in Standard English (SE).

#### 4) Nouns and Pronouns

According to Rickford (1999:7), AAVE also has some distinctive forms of noun and pronoun such as:

- a. The absence of possessive –s as in *John house*,
- b. Absence of plural –s as in *Two boy*,
- c. The forms of *y'all* and *they* to mark second person plural and third plural possessive as in *Its y'all ball* and *it they house*.

#### 5) Nominal

AAVE shares a number of pronominal types with other vernacular varieties of English, including the regularization of the reflexive *hisself* as in “*He washed hissself*” for “*he washed himself*” in SE form, the extension of the objective form *them* for attributive demonstratives such as “*She likes them apples*” for “*She likes their apples*”, and the use of objective forms in coordinate subjects as in “*Me and him got style*” for “*I and he got style*” in SE form.



## **2.3 Standard English (SE)**

There are some explanations from some expert which explain what Standard English is. Trudgil (1999:124) states that Standard English is simply one variety of English among many which is standardized and codified. Standard English is not a language, an accent, a style or a register, and then of course we are obliged to say what it actually is. It is a sub-variety of English called dialect.

In line with that, Thomas in Tioukalias (2010:9) also explains that Standard English is the dialect of institutions, the dialect of literacy and education, the dialect taught as English to foreign learners, and it is the dialect of the higher social classes.

The researcher concludes that Standard English is the type of English that is suitable for use in every type of written or spoken situation and widely accepted as the usual accurate form.

### **2.3.1 Grammar of Standard English (SE)**

This session explained about the common rules of the Standard English (SE) which are often escaped by AAVE speakers.

#### **1) Agreement Rules**

Frank (1972:13-14) explains the rules for agreement and gives some examples as describe below:

- a. The verb must agree with the subject in number.

For examples: The **girl is** resting.

The **girls are** resting.

If the subject includes modifiers, the verb agrees with the noun head in the subject, like in these sentences:

**His technique** for solving crimes **is** very simple.

The **advertisements** in the front part of a newspaper **are** usually the most expensive

- b. A non-countable noun used as a subject requires a singular verb.

His **baggage** was lost yesterday. (His bags were lost yesterday).

This **information is** correct. (These **facts are** correct).

- c. A collective noun used as a subject generally occurs with a singular verb in American English, unless emphasis is to be placed on the individual members of the collective unit, such as:

**The committee has been preparing** a new proposal. But, **the committee have** disagreed among themselves about the terms of the proposal.

This agreement rules between verb and subjects that are collective nouns such as *family, staff, team, etc.*

## 2) The Verb *Be*

Azar (1989:44-45) summaries rules of the verb *be* as follows:

- a. A sentence with *be* as the main verb has three basic patterns:
  - 1) With noun as in John *is a student*.
  - 2) With adjective as in John *is intelligent*.
  - 3) With prepositional phrase as in John *was at the library*.
- b. *Be* is also used as an auxiliary verb in progressive verb tenses and in the passive.
  - 1) Mary *is writing* a letter.
  - 2) They *were listening* to some music.
  - 3) That letter *was written* by Alice.
- c. Tense Form of *Be*

The simple present simple, past present, and perfect formation of *be* are as follows:

1. I **am**
2. You **are**
3. He, she, it **is**
4. I **was**
5. You **were**
6. He, she, it **was**
7. I **have been**
8. You **have been**
9. He, she, it **has been**

10. we, you, they **are**
11. we, you, they **were**
12. we, you, they **have been**

### 3) Negatives

There are some negative indicators that mostly used in Standard English, they are *no*, *not* and some negative adverbs such as *never*, *seldom*, *rarely*, *barely* (*ever*), *hardly* (*ever*). The negative marker *not* directly follows an auxiliary. *not* commonly comes after the first auxiliary as in” *I will not be going there*”. The following sentences show the formation of auxiliaries followed by *not*.

- a. I *will not* go there
- b. I *have not* gone there
- c. I *am not* going there
- d. I *was not* there
- e. I *do not* go there
- f. He *does not* go there
- g. I *did not* go there

Here are common abridgment the form of auxiliaries followed by *not*

- a. *Are not* = *aren't*
- b. *Cannot* = *can't*
- c. *Could not* = *couldn't*
- d. *Did not* = *didn't*
- e. *Does not* = *doesn't*



- f. *Do not = don't*
- g. *Has not = hasn't*
- h. *Have not = haven't*
- i. *Had not = hadn't*
- j. *Is not = isn't*
- k. *Must not = mustn't*
- l. *Should not = shouldn't*
- m. *Was not = wasn't*
- n. *Were not = weren't*
- o. *Will not = won't*
- p. *Would not = wouldn't*

The negative marker *no* has a different form from negative marker *not* as compared as “I **do not have** any money” and “I have **no money**”. *Not* is used to make a verb negative while *no* is used as an adjective in front of a noun.

## 2.4 Fruitvale Station

Fruitvale Station is a 2003 American biographical tragedy film which is directed and written by Ryan Coogler and starred by Michael B Jordan (main character). Tells about the true story of Oscar Grant III, man 22 years old from Hayward, California and his experiences on the last day of his life before he has shoot by BART's polices in the early morning of new years' 2009.

This film shows Oscar and his girlfriend Sophina deny about Oscar's recent disloyalty. It later shows Oscar unsuccessfully in trying to get his job back at the grocery store. He shortly considers selling some marijuana but in the end, decides to throw away the marijuana to the beach. Oscar later attends his mothers' birthday party, than Wanda asks him to take the BART train to saw the fireworks and other new year's festival in San Francisco because Wanda was worried about him driving.

On the train, Katie calls Oscar. This causes a former convict (daring Oscar's days in the jail) to regard Oscar and a fight break out. The BART police respond to their fight. Oscar is one the passengers who will be arrested by the BART police. While being arrested by officers Caruso and Ingram, Ingram shoots Oscar in the back. Oscar was carried to the hospital where he died in the surgery.

In the end of the film described the impact, Oscar's killing trigger a series of riots and protests around the city and the incident was recorded by some witnesses by using the cell phone or video camera. Finally, The BART police officers get fired (Ingram).

## 2.5 Previous Studies

This research is not the only research which examines the discussion about AAVE features. In this chapter the researcher included some previous researches supporting the idea of the current study related to this discussion.

Paakinen (2013) in his research with the tile “*A Study of African American Vernacular English in Three Novels and Colloquial Finish in Their Translation – The Drawing of the Three, The Dark Tower II, A Time to Kill and Push*”. This research also used African American Vernacular English, the difference between his research and this research is Paakinen used novel as the subject meanwhile this research is movie. Paakinen also focused on describing AAVE as a language variety but in this research, the researcher analyzed the use of AAVE features used in the movie and adjusted the findings with Standard English (SE) form.

The next researcher is Prasetyo (2015) in his research with the title “*An Analysis of AAVE Grammatical Features as Depicted in the Utterances of Christopher Wallace in “Notorious” Movie*”. The similarity between his research with this research is both of them use multiple negations and absences of third person singular present tenses and also used movie as the subject. Prasetyo found that there are a lot of utterances of the main character in the “Notorious” movie including the AAVE grammatical features by using the theories of Rickford and Wolfram. The findings are mostly about the use of negative marker *ain't*, multiple negation, generalization of *was*, auxiliaries absence, and formation of direct question.

The last is Ezgeta (2012) in her journal with the title “*Internal Grammatical Conditioning in African-American Vernacular English*”. Ezgeta found that AAVE features are mostly used by the selected public figures such as the possessive –s absence, the plural –s absence, third person singular –s absence, and the generalization of *was* and *is* to plural and second person pronouns. The analysis was about the internal grammatical constraints in selected videos of Black American public figures speech such as Queen Latifa, Chuck D, Michele Obama and Prodigy in YouTube videos that commonly in a TV program.

The difference between Ezgeta’s studies with this research is only in the data resources. Ezgeta took the data from the recorded speech videos, while in this research the researcher used a movie script dialog.

The difference of this research and the previous studies that mentioned above is about the target of the discussions. The researcher did not only find out the use of AAVE features that used in the movie but also adjusted the findings with the Standard English (SE) form.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

This research used descriptive qualitative method which means the data analysis was in the description form, not deficient of cause and effects or numeral but this research is presented in the phrases and words description form. In qualitative research, the data resources are qualitative data which are in word description and not in numbers

Hancock et al. (1998:7) state that qualitative research is research that concerned with developing explanation of social phenomena. The method is relevantly employed because the data are analyzed in description without any given numbers to count.

This research is qualitative descriptive research that uses the discourse analysis approach which is Discourse Analysis is the approaches to analyze written, vocal or sign language uses or any significant semiotic event. James Paul Gee's (1999:1) state that discourse analysis considers how language, both spoken and written, enacts social and cultural perspectives and identities.

Therefore, the researcher described the data that are collected from the script of "Fruitvale Station" movie without counting them statistically.

### 3.2 Data Sources

The researcher collected the data from “Fruitvale Station” movie and the script which was written by the author of the movie, Ryan Coogler and it is about 138 pages. The researcher used the script to find the truth about the selected grammatical features of AAVE used in the movie.

### 3.3 Instrument of the Research

In this research, the researcher used note taking to gather the data. Ray (2005:13), stated that note taking is a method in assembling data required by using note cards to write down the data easily, on the note cards are also completed by page and number where the data occurred.

Therefore, the researcher used some note cards which are provided in some different colors. White for Negation, red for Copula Absence, orange for Completive *done*, green for Remote *been*, blue for Generalization of *is* and *was*, yellow for Subject verb agreement and brown for Nominal.

### 3.4 Procedure of the Data Collection

There are four procedures of collecting data that the researcher used in this research as following:

- a. The researcher watched the “Fruitvale Station” movie and find out all AAVE grammatical features used in the movie by match it with the printed script.
- b. The researcher marked all the categories of the selected AAVE grammatical features that occurred in the movie script.

- c. The researcher took the data by using note cards that are divided into some different colors relevant to the categories of the selected AAVE grammatical features.
- d. In the end, the researcher arranged and described the data regularly based on the selecting features.

### **3.5 Data Analysis Technique**

The researcher used the descriptive analysis technique in analyzing the data. In this research, the researcher used the theory of Howe and Wolfram. The theory of Howe (2015:176) clarifies the Non-Standard form of negation such as the use of negative marker *ain't*, negative inversion or negative concord and double negation. The theory of Wolfram (2014:117-123) clarifies some AAVE features such as generalization of *is* and *was*, completive *done*, the use of remote *been*, subject verb agreement, copula absence and some nominal Non-Standard formation such as the use of objective pronoun *them* as a demonstrative, subjective pronoun *they* for possessive pronoun. The researcher also described and adjusted the findings with the formation of common Standard English (SE) grammar rule.

a) Table AAVE examples form and SE form. (Theory of Howe, 2015:176)

<b>Grammatical Feature</b>	<b>Non-Standard English form</b>	<b>Standard English (SE) form</b>
Negative concord	I ain't right	I am not right
	He ain't come	He has not come
	I ain't want noting	I do not want anything

b) Table AAVE examples form and SE form (Theory of Wolfarm, 2014:117-123)

<b>Grammatical features</b>	<b>Non-Standard English form</b>	<b>Standard English (SE) form</b>
Remote been	I been known him	I have been known him
Compleitive done	They done used all the good ones	They used all the good ones
Copula absence	She nice	She is nice
Generalization of is and was	They is wicked	They are wicked



	we was here	We were here
Simple past had + past form of a verb	They had went outside and then they had messed up the yard	They went outside and then they messed up the yard
Use of objective pronoun <i>them</i> as a demonstrative	She likes them apples	She likes their apples

