African American English (AAE) Used by White Characters in *12 Years A Slave* Movie

THESIS

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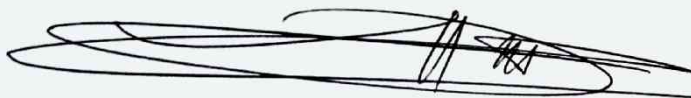
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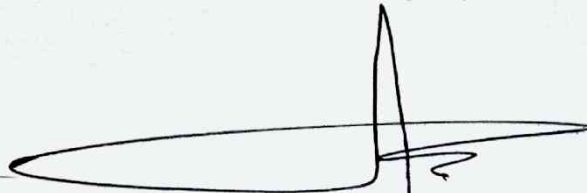
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Halimah, Nur. 2018. *African American English (AAE) Used by the White Characters in 12 Years A Slave Movie*. English Department, Faculty of Arts and Humanities. The State Islamic University of Sunan Ampel Surabaya.

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Key words   : *African American English, Phonological pattern, Syntactic pattern, Language and Society, Language and Identity, Language and Power.*

African American English is one of the English dialect or language variation that used by some of African Americans, or it is known as Black English. African American English has unique patterns that different with Standard English. Usually African American English is used by the black people but in study, the researcher found that African American English also used by white Americans. This study used descriptive qualitative method to describe the patterns of African American English and to interpret the purposes in use African American English in *12 Years A Slave* movie. The researcher found three kinds of phonological patterns such as reducing final consonant sounds or cluster [nd] pronounced [n], sound pattern *th* [θ] is pronounced voiceless [t], and the reduction phonological pattern *–ing* [ŋ] to *–in* [n]. In the term of syntactic patterns, the researcher found eight kinds like single auxiliary *'is'* in plural subject, the use of *ain't*, the omitted of auxiliary *be* (*are*), aspectual *be*, verbal marker [dən], multiple negation, no auxiliary in question, and relative clause. The white characters had purposes why they used African American English, they used AAE to underestimate the black characters who as the slaves, to underestimate black people's knowledge, to show the power of masters to their slave, to show the solidarity between the masters and the slaves, and to show solidarity among the white characters.

ABSTRAK

Halimah, Nur. 2018. *African American English (AAE) Used by the White Characters in 12 Years A Slave Movie*. English Department, Faculty of Arts and Humanities. The State Islamic University of Sunan Ampel Surabaya.

Pembimbing   : Raudlotul Jannah, M. App. Ling

Kata Kunci   : *Bahasa Inggris Afrika Amerika, Pola Fonologikal, Pola Sintaktis, Bahasa dan Sosial, Bahasa dan Identitas, Bahasa dan Kekuatan.*

Bahasa Inggris Afrika Amerika adalah salah satu dialek atau ragam bahasa inggris yang digunakan oleh sebagian orang kulit hitam di Amerika, bahasa ini juga dikenal sebagai bahasa Inggris kulit Hitam. Biasanya bahasa Inggris Afrika Amerika digunakan oleh orang kulit hitam tetapi dalam penelitian ini, peneliti menemukan bahwa Bahasa Inggris Afrika Amerika juga digunakan oleh orang kulit putih Amerika. Penelitian ini menggunakan metode qualitative deskripsi untuk menggambarkan pola-pola Bahasa Inggris Afrika Amerika dan menafsirkan tujuan-tujuan dalam menggunakan dialek tersebut. Peneliti menemukan beberapa pola fonologikal dan sintaktis yang digunakan oleh lima karakter kulit putih. Peneliti menemukan tiga macam pola fonologikal seperti mengurangi suara konsonan akhir atau *cluster nd* dilafalkan menjadi [n], pola suara *th* [θ] dilafalkan menjadi [t], and mengurangi pola fonologikal *–ing* [ŋ] menjadi *–in* [n]. Dalam istilah pola sintaktis, peneliti menemukan delapan macam pola seperti kata kerja bantu untuk tunggal *'is'* digunakan untuk subjek jamak, penggunan dari *ain't*, menghilangkan kata kerja *be* (*are*), penggunakan aspektual *be*, penggunaan *verbal marker* [dən], kata negative ganda, tidak ada kata kerja bantu dalam kalimat pertanyaan, dan *relative clause*. Karakter kulit putih mempunyai beberapa tujuan mengapa mereka menggunakan Bahasa Inggris Afrika Amerika, mereka menggunakan Bahasa Inggris kulit hitam adalah untuk merendahkan karakter kulit hitam sebagai budak, merendahkan pengetahuan orang kulit hitam, menunjukkan kuasa majikan terhadap budak, menunjukkan keakraban antara majikan dan budak, serta menunjukkan keakraban antar sesama orang kulit putih.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English has spread to all over the world. Jenkins (2009) declares there are about seventy five regions use English as the first language or as the second language in the areas of governmental, law, and educational systems (p. 2). Crystal (2003) states there are two factors why some countries use English, first the enlargement of British colonialism, and second the presence of the USA as the economic leader in the twentieth century (p. 59). One of the effects of British colonialism is the use of English in their colonized territory, not only to colonize in certain country but they also spread their culture including their language. While the United State of America spreads English through political and economic because America is the leader of economic power of the twentieth century. Since British expansion until now, English is used by many countries, such as the United Kingdom, the United State of America, Africa, and some countries in Asia. These countries use similar language that is English but in some aspects they use English differently. The variation of English in use from these countries can be called as dialects of English.

Wardaugh (2006) says dialect is a variety of language used by the native speakers in certain language (p. 135). The use of language variation or dialect in a certain language is caused by regional distinction and social factors for example in the United State of America. Like Finegan and Rickford (2004) argue every language has it varieties, the varieties of American English influenced by some

factors like the districts and social groups or in the particular social context (p. 19). It means that English in the United State of America is influenced by its region and social dimension of its ethnic and situation. Dialect that affected by social class is called social dialect while dialect that is affected by region is called regional dialect. They also said that the characteristics of several social groups are included their sex, age, economical status, regional origin, and education.

One of the dialects in the United State of America is used by African Americans which called African American English (AAE). Some linguists have described what African American English is, such as Green (2002) writes African American English is a variety of English language used by African Americans. Other names of African American English is beginning with 'black' like Black English, or it also well known as Afro American English, African American English, African American Language and African American Vernacular English (p. 6). Green also writes not all of African Americans use this dialect, it is temporarily used. African American English also has some differences that caused by difference in regions, for example speakers of AAE in Louisiana and Texas have similar syntactic patterns, but their vowel sounds are dissimilar (p. 1). According to Yule (2010) African American English is also called Ebonics. African American English is one kind of English used by almost of black people in a lot of parts of the USA. It has some characteristic features (p. 260). It means that African American English is used by several African Americans in various regions of the United State of America. It has characteristic features that depend on the different of social markers.

From the explanation above, both of the linguists have similar opinion about describing African American English (AAE). African American English is a dialect used by African Americans and their heritage that live in the United State of America but not all of their heritages use African American English. African American English has its characteristic features such as phonological, morphological, syntactic, semantic, and lexical pattern.

Phonological is the study of speech sounds system that is produced by human. African American English has different system of sounds from Standard English, for example the sound [ŋ] in the –*ing* suffix is realized as [n], in the origin is 'drinking' [drɪŋkɪŋ] becomes 'drinkin' [drɪŋkɪn].

Morphological is the rule in arranging words and the relation among words. In African American English the using of morpheme –*s* for third singular person is not used or conversely, for instance 'she listen the music'.

Syntactic is the system of structure in composing sentences, for example syntactic in African American English is the using of *ain't* in the sentence 'they ain't sleep', it means 'they do not sleep'.

Semantic is the study of meaning and lexical is the structural system of vocabulary items. Semantic and lexical pattern in African American English is the study of relation between the type of meaning and the lexical items in the language systems, such the word *kitchen* is used by African Americans refer to the hair at the nape of the neck.

Most of African American English is usually used by black people, but the researcher in this case took the contrary of the general cases that analyzed African American English used by American white people through a movie. The

researcher interested in analyzing African American English because it has unusual patterns and it is different from Standard English. The differences can be analyzed by phonological, morphological, syntactic, semantic, and lexical patterns. The researcher found that not only black people used African American English but white people also used African American English in their conversation. The researcher hoped her study could enrich the reader's knowledge and shared information that African American English also used by white people. People used English in different pattern from Standard English was not false, but they probably used other English dialects that different from Standard English.

In order to limit the study, the researcher only focused on analyzing phonological and syntactic patterns of African American English that used by some white characters in *12 Years A Slave* movie. The researcher chose this movie because white people and black people lived together and interacted with each other. This movie told about the living of white people and black people in America about in eighteenth century when white and black people lived together, white people as masters and black people as their slaves. So, the setting of this movie could give truthful data about how white people used African American English when they talked with black people. Actually there were many white characters but the researcher only took five white characters that used African American English in their conversation. So, the researcher only focused on five white characters' utterances that used African American English in *12 Years A Slave* movie.

12 Years A Slave movie is a historic drama film that released in 2013. It is adaptation of narrative memoir in 1853 about slavery *Twelve Years a Slave* by

Solomon Northup. It told about the fighting of a black man for his survival and freedom from white people. Solomon Northup was a free African American man who was born in New York and was kidnapped in Washington, D.C. by two conmen in 1841 and sold into slavery. Northup was put to work on plantations in the state of Louisiana for 12 years. This movie told about the life of a Negro, Solomon Northup, who born as a free man from New York and in 1841 he was kidnapped then sold to the slavery. He left his wife and two children in Saratoga, New York. He was being a slave in plantations for 12 years. His name was Platt when he became a slave. During being a slave, Solomon Northup or Platt had many masters, five of them are Burch, Radburn, Tibeats, Mr. Epps and Mrs. Epps. His suffering as a slave ended when his white friend from New York, Mr. Park, came to free him from Mr. Epps plantation.

The researcher analyzed phonological and syntactic patterns of African American English that used by five white characters in *12 Years A Slave* movie, they are, Burch, Radburn, Tibeats, Mr. Epps and Mrs. Epps who were as Platt's masters. After knowing the patterns of African American English which was used by the five white characters, then the researcher analyzed the reason that influenced the five white characters used African American English through their conversation in *12 Years A Slave* movie. For example of African American English, '*how you feel now?*', while in Standard English '*how do you feel now?*', in Standard English there is a verb auxiliary *do*, but in African American English, the verb auxiliary is not appeared.

The researcher found that African American English is a unique kind of a language variation because it is not only used by black characters but also used by

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white characters. The way white characters used African American English is different from black characters. The white characters used African American English is to underestimate black characters.

Some previous studies have discussed about African American English. Ningrum and Rohmah (2014), Mustika and Damanhuri (2014), and Nur (2015) analyzed African American English, they found one similarity phonological pattern of AAE, that is deletion of sound [l] or [r] for example in the word '*alright*' *[ɒ'aɪt]*. The other of phonological patterns that found by Ningrum and Rohmah (2014) were voiceless fricative *th* [θ] sounds are pronounced as voiceless fricative [f] like in the word '*nothing*' *[nʌffn]*, voiced fricative *th* [θ] sounds are pronounced as voiced oral stop [d] like '*what **they [deɪ]** got to do, Huck?*', reducing final consonant cluster, like [nd] as voiced nasal stop [n], for example '*what do dey **stand [stan]** for?*', and the use of voiced alveolar nasal stop [n] to replace voiced velar nasal stop [ŋ] like in the word '*talking*' *[taːˌkɪn]*. Mustika and Damanhuri (2014) found single final consonant absence for example '*sort **of [ə]** the same*', initial voiceless fricative *th* [θ] changing as voiceless oral stop [t] for example '***thinks [tɪŋks]** sometimes you talk some bullshit*', and the use of voiced alveolar nasal stop [n] to replace voiced velar nasal stop [ŋ] like in word '*talking*' *[taːˌkɪn]*. Nur (2015) found deletion of unstressed syllable like '***about [ˈbaʊt]** what?*', and the use of emˈ, and imˈ for third person plural *them* and third person singular *him* for examples '*don't tell **them [emˈ]** nothing*' and 'I got ***him [imˈ]***'.

The other characteristic of African American English pattern that found in the previous studies is the grammatical pattern, it includes syntactical,

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morphological, and lexical pattern. From Ningrum and Rohmah (2014), Mustika and Damanhuri (2014), Nur (2015) and Basandi (2015) have some similarities findings like the use of *ain't* as an auxiliary verb or copula for example '*it **ain't** mine*' which is meant '*it **isn't** mine*', multiple negation for example '*they **don't do** nothing*' while in Standard English is '*they **don't** do **anything***', invariant *be* for instance 'it **be** for Pa' the Standard form is 'it **is** for Pa', and the use of *been* and *done* to replace have or to indicate actions that occurred perfectly for examples '*how long you **been** on the island, Jim*' it means '*how long you **have been** on the island, Jim*' and '*whut yuh **done**?*' which is meant '*what **have** you **done?***'.

Ningrum and Rohmah (2014) also found existential *it* as *there* for example '*Jim, **it** ain't no time…*' while in Standard English is '*Jim, **there** ain't no time …*'. Mustika and Damanhuri (2014) found the other characteristics of grammatical patterns, they are deletion of copula like '*hey, Ø lookin' for your brother?*' which is meant '*hey, are you lookin' for your brother?*', unmarked third person singular verb for example '*he's actin' like **he don't (doesn't)** know me*', and unobligatory inversion of subject and auxiliary for instance '***You're** gonna let me borrow your car?*'. Nur (2015) also found the absence of copula *be* such as '*you crazy*', generalization of *is* and *was* that used in plural and second person subjects like '***you** niggers **is crazy***', omitting auxiliary in question like '*what I do now?*'. Basandi (2015) also found omitting auxiliary in question such as '*~~are~~ you crazy?*', generalization of using verbal *–s* for example '***ah loves** yuh, Ma*' it should be '*I love you, Ma*', and there is no a relative pronoun of modifying a noun in predicate nominative or object position in relative clauses for example '*Ma, Gawd knows Ah wants one of these*' it should be '*Ma, God knows **that** I want one of these*'.

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Mustika and Damanhuri (2014) stated in the discussion of their study that their subject who was a white boy called Jimmy used African American English depended on social variations which is consist of social group such as age, ethnicity, and social class. Jimmy mostly used African American English when he talked to his same age friend and to the black people, but Jimmy not used African American English with his employer.

Furthermore, the researcher in this study analyzed African American English used by the five white characters in *12 Years A Slave* movie. Although this study had some similarities with previous studies, but this present study had some differences from the previous studies such as the finding that the way white characters used African American English was not only to respect the black people or slaves but also to underestimate them.

1.2 Statement of the Problems

1. What are the phonological and syntactic patterns of African American English used by white characters in *12 Years A Slave* movie?

2. Why do white characters use African American English through their conversation in *12 Years A Slave* movie?

1.3 Objectives of the Study

1. To identify the phonological and syntactic patterns of African American English used by white characters in *12 Years A Slave* movie.

2. To know the reason why white characters used African American English through their conversation in *12 Years A Slave* movie.

1.4 Significances of the Study

By conducting this study, the researcher hoped this study could enlarge the researcher's knowledge and giving contribution to this field study. The researcher also hoped this study could give expand knowledge for linguistic students that interest with African American English (AAE). Hopefully this study was not only useful for linguistic student but also useful for other readers in general who want to know about African American English (AAE). This study also could be a reference for the next study which discussed about dialect especially in African American English (AAE).

1.5 Scope and Limitation

This present study included in sociolinguistic study focused on African American English (AAE) used by white characters in movie. The data source of this study was taken from *12 Years A Slave* movie. This study analyzed African American English in terms of phonological and syntactic.

Phonological is the study of speech sounds system that is produced by human. African American English has different system of sounds from Standard English, for example the sound [ŋ] in the –*ing* suffix is realized as [n]*,* in the origin is 'drinking' [drɪŋkɪŋ] becomes 'drinkin' [drɪŋkɪn].

Syntactic is the system of structure in composing sentences, for example syntactic in African American English is the using of *ain't* in the sentence 'they ain't sleep', it means 'they do not sleep'.

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To limit the data, this study only focused on the utterances of five white characters that use African American English. They are Burch, Radburn, Tibeats, Mr. Epps and Mrs. Epps who were as Platt's masters.

1.6 Definition of the Key Terms

a. Dialect is a language variation used by speakers in particular language. It is used by group of people that has different characteristics with other group in using the same language.

b. African American English is a variety of English language used by African Americans who are the members of working class, it is also known by Negro dialect, Negro English, Nonstandard Negro English, American Negro speech, Black communications, Black dialect, Black folk speech, Black street speech, Black English, Black English Vernacular, Black Vernacular English, Afro American English, African American English, African American Language, African American Vernacular English (AAVE).

c. *12 Years A Slave* movie is a historic drama film that released in 2013. It is adaptation of narrative memoir in 1853 about slavery *Twelve Years a Slave* by Solomon Northup. It told about the fighting of a black man for his survival and freedom from white people. Solomon Northup was a free African American man who was born in New York and was kidnapped in Washington, D.C. by two conmen in 1841 and sold into slavery. Northup was put to work on plantations in the state of Louisiana for 12 years.

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CHAPTER II

REVIEW OF LITERATURE

This chapter explained briefly about some theories that related to this study. The writer decided to use some theories such as Language and Society, Language and Identity, Language and Power, Dialect, Standard Language, African American English and Phonology.

2.1 Theoretical Framework

2.1.1 Language and Society

The study of the connection between language and society is called sociolinguistics. In general, language is a device of communication. People use language to communicate with others in order to get or to convey the information. Wardaugh (2006) says society is a group of people who are built to certain purposes while a language is something that the members of a certain society use (p. 1). Language means the social's instrument to communicate and society is a group of people who use the instrument. Language and society cannot be separated because people use language to communicate with others in society.

Holmes (2001) states society has some factors that influences the way how language is applied by the applier such as the background of the applier, the context or setting of the society, the theme and the purpose of the interaction (p. 8). People change their language according to who they are talking with, context and purpose of the interaction, for example James is a student and his mother is a teacher, Jimmy calls his mother *ma'am* in the school but in home Jimmy calls her as *ma*, in this case Jimmy used two different kinds of terms to call his mother, it is

caused by the background of the user, the setting and the function of interaction. The way people use the language identified their social identity like who they are, where they come from, and what kinds of social experiences they have had.

Beside the social factors like the participants, the setting or context of society, the topic, and the purpose influenced the manner people to communicate. Holmes (2001) also states there are some elements that related to the social factors, they are distance of the society, status, formality, and functional scale (p. 9).

The social distance and the status scale are referred to the participant's relationships. The social distance scale showed the solidarity among the participants. When the participants have high solidarity and intimate relation they may communicate intimately, while when the participants have low solidarity and distant relation they communicate awkwardly.

The status scale showed the differences between high and low social statuses. People in the high status use standard language because they are educated while people in the low status use nonstandard language because they are less in education.

The formality is referred to the setting or the type of interaction. In a formal interaction such as the transaction of the official employee in the meeting, the language use will be more formal than the interaction between the official employee and his[her friends in the canteen, they use colloquial language. The degree of formality also determined by the solidarity and the status relationships of the participants.

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The functional scale is related to the purposes or topic of interaction. There are two functional scale, those are referential and affective or expressive functions. The referential function related to language can convey high information content while the affective or expressive function convey low information content but the prominent is expressing how someone feeling.

2.1.2 Language and Identity

We can identify people's identities through their language. Harrison cited from Omoyini and White (2006), he declares that identity is built from culture, especially language. Identity has several meaning such as identity of gender, or ethnic, or religion (p. 11). It means someone's identity can be showed from the language that they used. For example of the language as identity of ethnic (nationality) Indonesian people used Indonesian language as their national language that is as the identity of their country, Indonesia.

Identity is divided into an identity which is principally personal and an identity which is associated with group or social. Personal identity or personality is an individual character. It defines the uniqueness of each human being. Personal identity is prominent, the behavior is more controlled by aspects of the personality, mood, or the instantaneous context including of the behavior interaction like the way we talk, how old we are, etc. For example we talk with our friend informally but we talk to our teacher in formal way. Based on the way we talk, people will know our identity when we use informal language to our listeners is indicated that we talk with our friend and when we talk in formal style, people also know that we are talked with someone who is older than us.

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Social or group identity is influenced from outside the society in where we live. It refers to certain speech communities, status of society, ethnicity, and national group. It also includes gender, or age, or profession, and so on. For instance, some of ethnic groups in America such as African Americans or black Americans and white Americans, both of communities use English but they are different from some of linguistic aspects like grammatical and phonological. From this example, whether the both of ethnic groups use the same language but they have different variation in use English, it shows that they have different identity through their languages.

2.1.3 Language and Power

The New Fontana Dictionary of Modern Thought (1999) cited from Thomas et al. (2004) define that power is the individual's ability to hold the fulfillment or obedience of other individuals to his/her will (p. 10). It means that the holder of power manages the other individuals who have low power. Individual's power can be seen by the way he/she uses the language. The way to speak between people who have authorities and people who do not have authorities is different because higher class is more powerful than lower class.

Language and power is occurred when there is a comparison between the members of a group and the members of other groups, one of the groups who has more social power will assert the superiority. Generally, the language use between high social power and low social power is different, the members of the low social power group is more polite, this case happened between employers and workers, a

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worker call his/her employer with some titles like Mr., and Mrs., while the employer call his/her worker only by mentioning his[her nick name.

According to Russel (2004) an individual who has power over human beings can be seen by his/her manner to affect other individuals or by the type of his/her organization (p. 24). Individuals may be influenced by others through in, first by the power of physical body for example an individual will be afraid when he/she faced a man whom are stronger than him/herself. Second, by giving recompenses and mistreatments to other individuals, for example the individuals may be influenced by the individual who has power than themselves that gives them the recompenses and mistreatments for the activities they did. The last is by affected on opinion such as the speaker conveys his propaganda in front of mass.

Power can be distinguished by the social classes such as economic production. Here, the owner of the production is the capitalist or high class and the working class is the people in the low class that have the honor to sell their power to work that exchanged for a wage to the capitalist class. In the relation between the capitalist or high class and the working class or low class, the controller or holder is the high class. The high class has dominance in the economic and control the working class.

2.1.4 Standard English

Many languages are used by many groups of people all over the world, especially English. Furthermore, English is a global language because English is recognized in many countries. There are two rules English using in several countries, first English is as a mother-tongue or a priority language for example in

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the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries and some of other regions. Second, English is a second language or official language of a country, to be used in certain situation like in the government, the law courts, the media, and the educational system, like in Singapore, India, Malaysia, and some regions in Asia.

Yule (2010) says standard language is concerning on the features of one language variation. It refers to English as language that used in many countries has general rules called Standard English. Yule also said that Standard English is a form of language that used in printed media like in the newspapers, and books (p. 240). Yule's statement also supported by Trudgill (2001), he states Standard English is the dialect that written in printed books, newspapers, dictionaries, and grammar books and used in the educational system. English that appeared in any printed book is using features of Standard English, the opposite of Standard is Non-standard (p. 5-6). For instance, grammatical forms in Standard English, '*they do not do anything*', '*He does not study it*', '*She did it yesterday*', while in Non-standard cases such as, '*they do not want none*', '*He ain't study it*', '*She done it yesterday*'. Standard English is the generalization rule of English that is used by each country in written textbooks and educational system. Each country which used English as first language or second language has different Standard English.

According to Wright (2000) the characteristics of language standardisation are, first, the language has a high degree of uniformity of structure. Second, standardisation is applied mainly in written forms of language. Third, standardisation prevents linguistic change and variability (p.13-14). From the statement above a language that becomes a standard language must has the three

characteristics. The Standard English is a language that spread widely in all over the world and it has uniformity in structure. Standard language also accepted by all kinds of people. Standard language meant above is Standard English.

Trudgill and Hannah say (1994) Standard English is related to the grammatical and the vocabulary variation but not to the pronunciation (p.1). For example, '*He hasn't got any*' is Standard English while '*He ain't got none*' is not Standard English. Standard English contains informal as well as formal styles, for instance '*I haven't got a bloody clue*' is Standard English but '*I ain't got no idea*" is not Standard English. Standard English is usually spoken and written by educated students and considering in grammar, vocabulary, and pronunciation as in RP (Received Pronunciation). Some Standard varieties of English language are British English and North American English (NamEng).

2.1.5 Dialect

Wardaugh (2006) says dialect is a language variation used by the native speakers in particular language (p. 135). Dialect is used by a group of people that has different characteristics with other group in using the same language. Finegan and Rickford (2004) emphasize that dialect is the variation of language. It is as the characteristic of the specific social group. Both of the definitions show that dialect is a variation of language used by certain group and each social group has different language characteristics from other social group.

Trudgill (2001) states all languages include English has many variations because it appears in many separate regionals and social varieties. All these variations are equivalent. There is no variety of the language is linguistically

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greater to any other (p. 1). That is explained that not only English has kinds of variation but all languages have it. It is caused by different regional and social classes. People who live in difference place and society have different languages. Therefore, there is no the correct one and no the good one, every dialect is correct. Dialects are subdivisions of language.

Dialectology is the study of dialect. There are two types of dialect, regional dialect is dialect that influenced by different region and social dialect is dialect that influenced by social class.

Regional dialect is based on geographic area of the particular communities. Social dialect is related to the social group like social class, religion, and ethnicity. Some theories distinguish social class in society to higher and lower class. Mostly, people from high class use dialect which is widely known as Standard English. Standard language uses in educational system, it is a formal language. While Non-standard dialect has different forms with Standard English because Non-standard usually used by people in lower class who do not have education yet. Like Trudgill (2004) says dialect is related to a substandard, low class, rural system of language, or any groups deficient in prestige. He also said that dialect is used as a spoken form of language which does not have a written form (p. 1). It means dialect is not a standard language that used by lower social class and it is not used in written form. It refers to dialect is as Non-standard language.

People use a particular language variation determined by some purposes during the communication. According to Meyerhoff (2006) some of the reasons why people use particular language variation or particular dialect are, first,

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performing their desire to assimilate with another and different from others. Second, they carry out things that have values in their communities. Third, they will not do things that look down on their communities (p. 24).

2.1.6 African American English (AAE)

African American English (henceforth AAE) is one variation of American English dialects. African American English is one variety of English language used by African Americans who are members of working class. It is also known by Negro dialect, Black English, Black English Vernacular, Black Vernacular English, Afro American English, African American Vernacular English, etc. According to Yule (2010) African American English is also called Ebonics. African American English is one kind of English used by almost of black people in a lot of parts of the USA. It has some characteristic features (p. 260). It means that African American English is used by several African Americans in some regions of the United State of America. It has characteristic features that depend on the distinct set of social markers. African American English has its characteristic features such as phonological, morphological, syntactic, semantic, and lexical pattern.

The history of the origin of African American English started with African slaves involved into linguistic circumstances that forced them to learn English when they worked with white Americans. African American English started as creole, or the language that used by people who do not speak with the same language, like Jamaican Creole and Gullah, that used in the Sea Islands, the coast of South Carolina and Georgia. Then it developed by other English creole

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variations and other dialects of English. Because of the historical situations and the factors like the calculation of communication between African slaves and white Americans becomes a natural consequence of language development.

African American English is spoken by partly population of African Americans. African Americans used this dialect as their positive group identification. It is generally used in casual and informal situations, and commonly used among working class people. This dialect was known as the language that spoken by people in low social class and uneducated.

C. AAE Phonology

Phonology is the study of speech sounds systems. African American English phonology has dissimilar system of sounds from Standard English. Green (2002) states the dissimilarity is from the arrangement of sounds. The words are similar but the pronunciations are differed (p. 106). The patterns of AAE phonology are:

f. Reducing Final Consonant Sounds or Cluster

Reducing final consonant cluster or consonant final reduction is a process the cluster formed of two consonant sounds. It is decreased to a single consonant sound, such as the clusters [st], [sp] and [sk] is pronounced as the voiceless fricative [s], the cluster [ft] is pronounced as the voiceless fricative [f], the cluster [pt] is pronounced as the voiceless oral stop [p], the cluster [kt] and [ck] are pronounced as the voiceless oral stop [k], the cluster [nd] is pronounced as the voiced

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nasal stop [n], and the cluster [ld] is pronounced as lateral approximant

[l]. For examples:

AAE	Phonetic transcription	Words
a) mos	[məʊ**s**]	most [məʊ**st**]
b) was	[wɒ**s**], [wa**s**]	wasp [wa**sp**]
c) des	[de**s**]	desk [de**sk**]
d) fif	[fɪ**f**]	fift [fɪ**ft**]
e) corrup	[kəˈrʌ**p**]	corrupt [kəˈrʌ**pt**]
f) abstrac	[ˈæbstræk]	abstrack [ˈæbstræ**kt**]
g) han	[hæ**n**]	hand [hæ**nd**]
h) gol	[gəʊ**l**]	gold [gəʊ**ld**]

g. Devoicing

Devoicing is the process of making a voiced consonant sounds voiceless. It happens in some consonants at the ends of words. Words ending in the voiced oral stop [b], [d] and [g] are pronounced as voiceless oral stop [p], [t] and [k], where they have similar place of articulation like the voiced oral stop [b] and the voiceless oral stop [p] in bilabial, [d] and [t] in alveolar, and [g] and [k] in velar. Such as, the words 'dab' [dæb], 'food' [fu:d], and 'big' [bɪg], are pronounced [dæp], [fu:t] and [bɪk].

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h. Sound patterns of *'th'* [θ] and [ð]

The voiceless fricative *'th'* [θ] in African American English is replaced as voiceless oral stop [t] and voiceless fricative [f], and voiced fricative *'th'* [ð] is replaced as voiced oral stop [d] and voiced fricative [v], such as words 'they'[ðeɪ], 'smooth' [smu:ð], 'think' [θɪŋk] and 'bath' [bæθ], are pronounced [deɪ], [smu:v], [tɪŋk], and [bæf].

i. [r] and [l] liquid vocalization

[r] is voiced central approximant and [l] is voiced lateral approximant. If [r] or [l] is located after a vowel within word, they may be produced as an unstressed vowel (schwa *ə* or *uh* sound) if any sound is produced at all. For instances:

AAE	Phonetic transcriptions	Words
'dea'	[dɪə]	Dear [dɪə(r)]
'motha'	[mʌðə]	Mother [mʌðə(r)]
'bia'	[bɪə]	Bill [bɪl]
'Cea'	[sɛə]	Cell [sel]

j. Reduction phonological patterns

'-in'

The voiced velar nasal stop [ŋ] in the suffix *–ing* is recognized as voiced alveolar nasal stop [n] in many contexts. It droped consonant [g] then changed the velar nasal stop [ŋ] with alveolar nasal stop [n],

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so the following words end with *–ing* is pronounced as *–in* [n] sound, for examples 'closing' [ˈkəʊzɪŋ] is pronounced [ˈkəʊzɪn], 'reading' [ri:dɪŋ] is pronounced [ri:dɪn], and 'opening' [ˈəʊpnɪŋ] is pronounced [ˈəʊpnɪn].

'*skr*'

'*skr*' occurred in beginning position that changed the position '*str*' Common words in which the sequence *'skr'* occurs are given below:

AAE	Phonetic transcription	Words
a. skreet	[**skr**i:t]	street [**str**i:t]
b. skrawberry	[**skr**ɔbɛri]	strawberry [**str**ɔ:bɛri]

D. AAE Lexical and Meaning

Green (2002) states AAE lexical and meaning is the study about the kinds of meaning that is related to lexical objects like words and phrases in the language system. The lexicon referred to word and phrase in a sentence, and semantic referred to the system of sounds correlated to the meaning (p. 12).For example, the word 'kitchen' is used by African Americans refer to the hair at the nape of the neck. Other examples would be 'mannish' and 'womanish' which could be used to refer to characteristics of a man and characteristics of a woman. Some of the lexical in AAE are below:

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c. **Lexical terms in the AAE**

- get over [gɪt ovə]. The meaning is taking the advantage of, for example, 'Shinta tried **get over** the situation in order to be a good student' is equal with the sentence 'Shinta tried **take advantage of** the situation in order to be a good student'.

- call–self [kɔl-sɛəf], has meaning to make an effort to do something or be someone but in actual neither do anything or be anyone. For example, 'She call herself a chef'. This example means that the subject 'she' cannot cook anything or she only plays in the kitchen.

- -own- [on], the function is as the intensifier for reflexive pronoun. For example, the sentence 'she did anything by herownself' is equal with 'she did anything by herself'.

d. **Lexical in verbal markers**

Verbal marker or called aspectual marker is like an auxiliary but has different meaning. Verbal marker referred to the habitual meaning.

- be [bi], for example, 'They be waking up too early', the Standard English is 'They usually wake up too early'.

- been [bɪn] has a meaning of the habitual situation that happen from in the past. For example, 'They been waking up too early', in Standard English 'They have been waking up too early for a long time'.

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E. AAE Syntactic

Syntactic is the system of structure in composing sentences. The speakers of African American English use English differently from general English, they use English ungrammatically. The kinds of AAE syntactic patterns are:

h. Auxiliaries

a) A single auxiliary form such as *was*, *is*, and *does* is used in both singular and plural subjects. Not only happens in a single auxiliary, it also happens in a plural auxiliary form like *were*, and *do*, is used in both singular and plural subjects, for example auxiliary *does* is used with first person singular and plural, 'he *does* study', 'they *does* study'.

b) The use of *ain't* as the representation negative forms of auxiliaries like *be* and *do* in present or past tenses, and *have not* present perfect, such as 'he *ain't* study' is meaning 'he *doesn't* study ' or 'he *didn't* study and 'he *ain't* studied' means 'he *hasn't* study'.

c) The use of *gonna* or *gon* to replace *will* in the future tense, for example 'you gonna study' means 'you will study'.

d) The omitted forms of auxiliary like *be*, *do*, *have,* for example 'we Ø going to school by bus', (the symbol 'Ø' is used to show that a particular auxiliary does not occur on the surface in that position). While the Standard English is 'we are going to school by bus'. The omitted of auxiliary is happen to distinguish the auxiliary with the main verb and to show that auxiliaries do not form constituents with main verbs.

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e) The absence of *be* (such as *am*, *is*, and *are*) is happen in African American English because *be* (*am*, *is*, *are*) is unchanged the form of the sentence, for instance: 'Some of them Ø big and some of them Ø small' while in Standard English is 'Some of them are big and some of them are small'.

i. Aspectual Markers or Verbal Marker be, been [bɪn] and Done [dən]

The verbal markers *be*, been [bɪn], and *dən* occur in specific environments in sentences and indicate a certain type of meaning.

a) Aspectual *be* indicates habitual meaning. It occurs before verbs, adjectives, nouns, prepositions, adverbs, and done [dən]. For examples:

1) He **be** going to the marker. The meaning is 'he **is always** going to the market' or 'he always goes to the market'.

2) While the holiday, she **be** happy to go to the zoo.. The meaning is 'While the holiday, she **is always** happy to go to the zoo'.

3) There **be** a car in the parking area. The meaning is 'there is always a car in the parking area'.

4) The buses **be** in the bus station. The meaning is 'the buses **are usually** in the bus station here'.

5) There is a new movie played in the cinema and I **be there** to watch the new movie. The meaning is 'There is a new movie played in the cinema and I **am always there** to watch the new movie.

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6) The examination will be started fifteen minutes later, Rani **be done** [dən] arrived at the class. The meaning is 'the examination will be started fifteen minutes later, Rani **usually has already** arrived at the class'.

b) Been [bɪn] is used to an action in the past and still continued at the moment when the speaker does the action. Been [bɪn] is referred to an action that happened for a long of time. For examples:

'She **been** running. 'She **has been** running for a long time'

Been followed by a verb -*ing* or a predicate phrase like an adjective phrase, noun phrase, and so the like, has an equal meaning as 'for a long time'.

c) The verbal marker [dən] is pronounced with an unstressed syllable, it is different from the past participle of *do* (*done*), [dən] refers an event that completely ended. [dən] follow by a verb+-*ed,* it refers to events that changed and still processing until at the time for example 'she tells me he **dən changed'** the meaning is 'she tells me that he has changed'. [dən] also refers as an additional meanings such as the event happened in the recent past for example 'I dən got a gift!' the meaning is 'I have (just) got a gift!'. Or having some experiences for example 'he dən been to Swiss' the meaning is 'he has been to Swiss before'.

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j. Multiple Negation

Multiple negations are there two negative words in one sentence but the sentence still has positive meaning. Multiple negations usually occur in African American English when there is a negative form such as *don't* and *nothing* used in a single negative sentence. In other word, multiple negation is the negative auxiliary like *don't* or *doesn't* is followed by a negative indefinite noun like *nobody* or *nothing* in one sentence. In multiple negation constructions, negation can be marked on auxiliaries (e.g., *don't*) and indefinite nouns such as *nothing*. For example, 'if she *doesn't* bring *no* books I will order her to go home'. The meaning of this sentence is 'if she *doesn't* bring *any* books I will order her to go home'.

k. Existential *it* and *dey*

It and *dey* have equal meaning as 'there is'. In AAE, the use of *it* and *dey* are mostly used than 'there is'. There are several types in structuring *it* and *dey* in order to equal with 'there is'. For example, the following sentences 'There is some coffee in the kitchen':

- '*It* got some coffee in the kitchen'. *It* followed by *got* has the meaning as *there is*.

- '*It* have some coffee in the kitchen'. *it* followed by *have* has the meaning as *there is*.

- '*Dey* some coffee in the kitchen'. *Dey* followed by a noun phrase has the meaning as *there is*.

- '*Dey* got some coffee in the kitchen'. *Dey* followed by *got* has the meaning as *there is*.

- '*Dey* have some coffee in the kitchen'. *Dey* followed by *have* has the meaning as *there is*.

Another function of *it* is when *it* precedes aspectual *be*, the meaning is 'usually or always', for example '*it be* many visitors in the tourism object because it is a long weekend'. The Standard English is '*There are usually/always* many visitors in the tourism object because it is a long weekend '.

l. Omitting Auxiliaries in Interrogative Sentences

Omitting auxiliary is there are no auxiliaries in the beginning position of the sentences that indicate as questions, but the intonation used in saying the sentences and marked them as questions, for examples 'you have finished your home works?' in Standard English is '*Do* you have finished your home works?'. Another example, 'she telling lie?' in Standard English is 'is she telling lie?'.

m. Relative clauses

In Standard English or other varieties of English, a clause is used as modifiers and qualifiers of a preceding noun, the clauses maybe introduced by relative pronoun such as *who,* or *that*. In African American English, there is no relative pronoun to present a noun in

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predicate nominative or the place of the object in the relative clauses like the sentence:

- 'There are a lot of people [Ø don't care about their environment]'.

The clause in the bracket modified the preceding noun phrase but it is not introduced by Ø without any relative pronoun. The symbol Ø means there is nothing in the specified position. The relative pronoun *who* is omitted in that clauses. Although the relative pronoun is omitted, it does not change the meaning. For the Standard English of that sentence is, 'There are a lot of people **who** don't care about their environment'.

n. Preterite *had*

had + verb (verb-*ed*) sequence is not referred to an action that occurred in the long past ago but it is mainly referred to an event in the simple past. For example, 'she *had* moved to this apartment three days ago', this sentence means 'she *just* moved to this apartment three days ago'.

F. Morphosyntactic of AAE

Morphosyntactic is the combination systems of morphology and syntactic system. Morphology is the structure of words and the relation among words while syntactic is the system of structure in composing sentences.

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a. Verbal –s

Verbal '*s*' in Standard English indicated to third person singular. In African American English, it also used between singular or plural forms. The mark verbal '*s*' between singular and plural forms has several functions, they are indicating third person singular agreement, indicating as narrative present, and indicating the habitual action. For examples:

- She drinks a cup of coffee in the morning. The mark '*s*' in the 'drink' referred to third person singular agreement 'she'.
- She runs immediately when the rain is like cats and dogs. The mark '*s*' in the word 'run' referred the narration of the speaker about what she did at that time.
- I drinks a cup of coffee in every morning. The mark 's' in the words 'drinks' is used to the habitual contexts that do by the speaker in every morning.

b. Genitive Marking

The morphosyntactic genitive marker –s is not used to possessive or other genitive contexts in African American English. For example, 'Toni be plays football with Rama and **Rama brother** in the yard' while the standard structure is 'Toni always plays football with Rama and **Rama's brother** in the yard'.

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2.1.7 Phonology

According to Ogden phonology is the study of systems of sound (p.1). In studying phonology, we also study about phonetic and phoneme. Phonetic is the study of analyzing speech sounds that produced by humans in their languages and phoneme is the smallest unit of sound.

Human has three main areas where speech sounds are produced, they are mouth, throat, and nose. Speech is produced when the air move through the three main areas, it is also called as vocal tract. In the three main areas, there are some organs that influenced in producing sounds, it also called as organ of speech, like lip, teeth, tongue, and so on. Human produces two types of sounds, vowel and consonant sounds. Vowel sounds are formed based on the position of the tongue and rounded lips while consonant sounds have place and manner of articulations that make different from producing sounds and consonant sounds also has voiced sound (making a vibration in the larynx) and voiceless sound (does not make a vibration in the larynx)

A. Vowels

Vowels are divided into short vowels, long vowels, and diphthongs. Short vowels are short. The symbols of short vowels are [ɪ e æ ʌ ɒ ʊ ɛ]. Long vowels are consisted of one vowel with two dots, they are [iː ɜː ɑː ɔː uː]. Diphthongs are consisted of two vowels and their sounds are movement or glide one vowel to another. Diphthongs have eight symbols, they are divided into centring ended in [ə] like [ɪə eə ʊə], and closing ended in [ɪ] like [eɪ ɔɪ aɪ], closing ended in [ʊ] like [əʊ aʊ].

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Dimensions of Vowels

a. The front back dimension

The front vowels are formed with the front of the tongue up toward the hard palate. These front vowels are [ɪ ɛ æ iː eɪ]. The back vowels are formed with the back of the tongue up toward the velum. The back vowels are [ɑː ʊ ɔː əʊ uː]. Central vowels are vowels formed between front and back, they are [ə ɜː ʌ].

b. The high low dimension

The high vowels are when the tongue is raised towards the roof of the mouth like [ɪ iː ʊ uː]. The low vowels are the tongue lowed from the original position, like the mouth is opening. These vowels are [æ ɑː]. The mid vowels are the position of the tongue is balanced between high and low like [eɪ əʊ ɛ ɒ ɔː ə ɜː ʌ].

c. Lip position

Rounded vowels are when the shape of lip is rounded like [uː u ɒ ʊ ɔː].

B. **Consonants**

   a. **Place of Articulations**

   ▪ **Bilabial** sounds are the sounds from the two lips, upper and lower lips that touched each other. Bilabial sounds in English are [p b m].

   ▪ **Labiodental** sounds are the sounds produced the upper teeth that touched the lower lip. In English, these sounds are [f v].

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- **Dental** sounds are also called interdental. When the tip of tongue is between the upper and lower teeth. These sounds in English are [θ ð].

- **Alveolar** sounds are produced in the alveolar ridge behind the upper teeth. In English, these sound are [t d n l r s z].

- **Postalveolar** sounds are produced in back of the alveolar ridge. There are four sounds in English [ʃ ʒ tʃ dʒ].

- **Palatal** sounds are produced by the back of tongue body raised up to the hard palate. English only has one kind of this sound [j] because it is unusual in English. [j] is usually spelt <y> in 'yes'.

- **Velar** sounds are produced by the tongue back raised to the soft palate (velum). These sounds are [k g ŋ].

- **Uvular** sounds are produced by the uvula. The uvula is the little egg hanged in the middle back of the mouth. In English, the uvula sound is usually spelt as <r>, this sound usually used in the north east of England.

- **Glottal** sounds are produced by the glottis in the larynx. This English sound is [h]. Sometimes it used in the sound [t] in 'water' [wɔ:tə].

b. **Manner of Articulations**

- **Stop articulations** are any sounds that completely closure in the oral tract. There are four kinds of stop articulations, nasal, oral, trill, and tap. Nasal stop produced when the air stream is stopped in the oral cavity and the soft palate is down so the air went out through the nose. In English,

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the sounds are [m] bilabial closure, [n] alveolar closure, and [ŋ] velar closure. The oral stop (plosive) is produced in the mouth when the soft palate is up so the nasal tract is closed and the air is clogged, in this condition the small burst of sound will be listened. The sounds are [p], and [b] as bilabial closure, [k] and [g] as velar closure, [t] and [d] as alveolar closure. Trill is the condition when the tongue tip circled to the back of mouth or opposite the alveolar ridge. This sound is [r] and it is rarely happen in English. Tap is produced when the tongue tip touched the alveolar ridge. These sounds like kinds of [t] and [d], these sounds are spoken by many North American for example in the words 'butter' and 'writer'.

▪ **Fricative articulation** is produced when the air is blown out between the two lips with the stricture of the lips. Fricatives in English are [f v θ ð s z ʃ ʒ] like in the words <u>f</u>ox, <u>v</u>ow, <u>th</u>ink, <u>th</u>is, <u>s</u>tudent, fi<u>sh</u>, televi<u>si</u>on. Affricative is the oral stop (plosive) that like a fricative. Affricative sound is [tʃ dʒ] like in the words '<u>ch</u>ur<u>ch</u>' and 'ju<u>dge</u>'.

▪ **Resonant articulation** is the articulators that not happen with friction but the air is passed smoothly. This articulation in consonants is called approximant. These sounds are [j] that usually written <y> as in the word 'yes', [j w] are also known as glides and like the vowel sounds [i] and [u], [l r] are also known as liquids because these sounds have same place with consonant clusters. [w j r] are central approximants and [l] is lateral approximant.

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2.2 Review of the Related Studies

There are some related studies that analyzed African American English. Ningrum and Rohmah (2014) analyzed African American English and slang used by Jim and Huck Finn in *The Adventures of Huckleberry Finn* novel, they found phonological and grammatical patterns of AAE and four types of slang like blending, clipping, backformation, and transformation. There are five patterns of '*alright*' [ɒ'aɪt], voiceless fricative [θ] sounds are pronounced as voiceless fricative [f] like in the word '*nothing*' [*nuffn*], voiced fricative [ð] sounds are pronounced voiced oral stop [d] like '*what **they [deɪ] got to do, Huck?***', reducing final consonant cluster, like [nd] as voiced nasal stop [n], for example '*what do dey **stand [stan] for***?', and the use of alveolar nasal stop [n] to replace velar nasal stop [ŋ] like in the word '*talking*' [*ta:ˌkɪn*]. The second pattern is grammatical pattern, they also found five types of grammatical patterns, like the use of *ain't* as an auxiliary verb or copula for example 'there *ain't* (isn't) a minute to lose', multiple negation for example '*they **don't** do **nothing***' while in Standard English is '*they **don't** do **anything***', the use of *been* and *done* to replace have or to indicate actions that occurred perfectly such as '*No, but I **been** rich wunst*', existential *it* as *there* for example '*Jim, **it** ain't no time…*' while in Standard English is '*Jim, **there** ain't no time …*', and the last is *is* and *was* replace *are* and *were*. Jim used many features of African American English. He used AAE because he is a slave, he is from low class and he does not get formal education. While, Huck Finn is a white American. He used some kinds of AAE such as special auxiliary verb uses of *been* and *done*, existensial *it*, multiple negations, the use of *ain't* and also word final

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consonant clusters. Huck Finn used AAE because he is influenced by his close friend, Jim, and his social situation.

Mustika and Damanhuri (2014) found phonological and grammatical patterns in their study. In this study, the researchers took a white rapper boy among black Americans named Jimmy as their subjects who used African American English and they found that Jimmy use some African American patterns like deletion of [l] or [r], single final consonant absence for example '*sort **of** [ə] the same*', initial voiced fricative [θ] changing as voiceless oral stop [t] for example '***thinks** [tɪŋks] sometimes you talk some bullshit*', the use of voiced alveolar nasal stop [n] to replace velar nasal stop [ŋ] like in word '*talking*' [*ta:ˌkɪn*], deletion of copula like '*hey, Ø lookinʹ for your brother?*' which meant '*hey, are you lookinʹ for your brother?*', unmarked third person singular verb for example '*he's actin' like **he don't [doesn't]** know me*', and unobligatory inversion of subject and auxiliary for instance '***You're** gonna let me borrow your car?*'. Jimmy also classified his addresses based on their social variations. Jimmy's addresses are divided into four social groups which are age, social class, ethnicity, and gender. He also used AAVE vocabulary but only used it to identify Hip hop slang.

Nur (2015) analyzed African American English used by the Bigger Thomas in Richard Wright's *Native Son* novel. She found some phonological and grammatical patterns of AAE then she counted the percentages of each patterns. The phonological patterns appeared in this study are the deletion of [l] or [r], deletion of unstressed syllable like '***about** [ˈbaʊt] what?*', the use of [emˈ], and [imˈ] for third person plural *them* and third person singular *him* for examples

'*don't tell **them** [em'] nothing*' and '*I got **him** [im']*', and the grammatical patterns like the use of *ain't* as an auxiliary verb or copula, multiple negation, invariant *be*, the absence of copula *be* such as '*you crazy*', generalization of *is* and *was* that used in plural and second person subjects like '***you** niggers is **crazy***', omitting auxiliary in question like '*what I do now?*'.

Basandi (2015) only focused on grammatical patterns of African American English. He found some characteristics like the use of *ain't*, invariant be, been, and done, multiple negation, omitting auxiliary in question such as '~~*are*~~ *you crazy?*', generalization of using verbal –*s* for example '***ah loves** yuh, Ma*' it should be '*I **love** you, Ma*', and there is no a relative pronoun of modifying a noun in predicate nominative or object position in relative clauses for example '*Ma, Gawd knows Ah wants one of these*' it should be '*Ma, God knows **that** I want one of these*'. In this study, Basandi also found that black Americans use African American English is to show their identity and high solidarity.

After describing some related studies, the researcher found some similarities between Mustika and Damanhuri (2014) and the present study. Both of them got the data from movie and the subjects of them are white characters in the movie. While Ningrum and Rohmah (2014), Nur (2015), and Basandi (2015) got the data from written text and their subject of studies are black characters except Ningrum and Rohmah (2014) added a white character as the subject.

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CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher used descriptive qualitative research which meant that the data analysis was in a form of description without statistical table and numeric data, and it was presented in the form of words and phrases. Kothari (2004) states that qualitative research is regarded as qualitative phenomenon, the relation of phenomena quality or kind (p. 3). The collected data were utterances of African American English spoken by the white characters. The researcher used qualitative research because she wanted to classify and describe the kinds of African American English patterns that used by the five white characters in *12 Years A Slave* movie. Not only found the kinds of African American English patterns but the researcher also described why the characters used African American English.

The present study analyzed what patterns of African American English dialect used by the five white characters in *12 Years A Slave* movie by using the theories of Lisa J. Green. The five characters are Burch, Radburn, Tibeats, Mr. Epps and Mrs. Epps who were as Platt's master, and interpreting the text based on related theories to know why the five white characters used African American English.

3.2 Research Instruments

The main research instrument of this study was the researcher herself who collected, organized, analyzed, and interpreted the data. In conducting the

research, the researcher also used supporting instruments such as a personal laptop, a notebook, a pen, the printed movie's transcription, and the movie.

3.3 Research Subjects

The research subjects of this study are the five white characters in *12 Years A Slave* movie. Actually there were many white characters in this movie but the researcher only took five white characters because they frequently used African American English and mostly interacted with black characters. They are Burch, Radburn, Tibeats, Mr. Epps and Mrs. Epps. They were Platt's master who used African American English.

3.4 Data and Data Source

The data of this study were the utterances of the five white characters in *12 Years A Slave* movie. The data source took from the script of *12 Years A Slave* movie. The researcher only focused on the utterances of the five white characters, they are Burch, Radburn, Tibeats, Mr. Epps and Mrs. Epps who were as Platt's masters, which included as African American English dialect patterns in the terms of phonological, and syntactic.

3.5 Techniques of Data Collection

The researcher analyzed the data by doing following steps:

1) The researcher downloaded the movie from https://filmgan.pw/12-years-a-slave/.

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2) The researcher searched the transcription of *12 Years A Slave* movie from https://www.springfieldspringfield.co.uk/movie_script.php?movie=12-years-a-slave. Then, printed out the transcription. The transcription was used to help the researcher collected African American English spoken by the five white characters.

3) The researcher checked the utterances of the movie and the transcription. If there were some differences, the researcher took the data from the characters' utterances because it was the correct one than from the transcription.

4) The researcher chose some characters that used African American English.

5) The researcher identified by highlighting African American English utterances spoken by the five white characters. In order to ease this step, the researcher used codes. The illustration of codes drew in the table 3.1 and the illustration of collecting the data in conversation drew in picture 3.1 below:

AAE Pattern			Code
Phonological	Reducing Final Consonant Sounds or Cluster		1
	Devoicing		2
	Sound Pattern and *th*		3
	Liquid Vocalization		4
	Additional Phonological Pattern	*'-in'*	5.1
		'skr'	5.2
Syntactic	Auxiliary	single auxiliary in plural subject	6.1
		ain't	6.2
		gonna or *gon*	6.3

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		the absence of auxiliary *be* (*am*, *is*, *are*)	6.4
	Aspectual Markers or Verbal Markers	Aspectual *be*	7.1
		Remote past *BIN*	7.2
		verbal marker *dən*	7.3
	Multiple negation		8
	Existential *it* and *dey*		9
	Questions		10
	Relative Clauses		11
	Preterite *had*		12

Table 3.1 The codes of African American English patterns

Picture 3.1 Print screen of collecting data in conversation in *12 Years A Slave* movie

3.6 Data Analysis

After collecting the data, the researcher focused on the utterances of the five white characters which is including as African American English dialect patterns. There were some steps that used by the researcher, these are:

1. The researcher classified the data into two parts based on African American English patterns that used by the five white characters in the terms of phonological, and syntactic patterns. In this step, the researcher

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provided the Standard English forms that corresponded to the African American English.

Phonological Patterns of AAE	African American English	Standard English
Reducing Final Consonant Sounds or Cluster [nd] pronounced as voice nasal stop [n]	Clap your **hands** *[hæns]*	Clap your **hands***[hænds]*
Sound voiceless fricative *th* [θ] is pronounced as voiceless oral stop [t]	You **nothing** *[ˈn∧tɪn]* but a Georgia runaway	You are **nothing** *[ˈn∧θɪŋ]* but a Georgia runaway
Reduction Phonological Pattern of suffix –*ing* [ŋ] to –*in* voiced nasal stop [n]	Are you **calling** *[kɔ:lɪn]* me a liar, boy?	Are you **calling** *[kɔ:lɪŋ]* me a liar, boy?
Syntactic Patterns of AAE	**African American English**	**Standard English**
Single auxiliary *'is'* in plural subject	No, **they is** no such thing	No, **they are** no such thing
The use of *ain't*	You **ain't** a free man	You **are not** a free man
the absence of *be* (*are*)	You a slave	You **are** a slave
Aspectual marker *be*	You **be** goddamn	You **are always** goddamn
Verbal marker *dən*	This ain't **done** by half	This is not **finished** by half
Multiple negation	I **don't** want to hear a word out of **none** of ya!	I don't want to hear a word out of anyone of ya!
No auxiliary in questions	How you feel now?	How **do** you feel now?
Relative clause	Ain't I owed a minute to	Ain't I owed a minute to

	luxuriate on the work Patsey done?	luxuriate on the work **that** Patsey did?

Table 3.2 The utterances which are including in African American English patterns

2. From the findings, the researcher described each type of African American English patterns based on the theory.

3. After that, the researcher interpreted the reasons why the five white characters of this movie used African American English pattern through their conversation.

4. The last is making conclusion. The researcher made conclusion from the result of this analysis.

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CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this chapter is concerned with the analysis of the data in order to answer the statement of the problems that written in the chapter I. For the first, the researcher focused on what African American English patterns in the terms of phonological and syntactic spoken by the five white characters in *12 Years A Slave* movie. The five white characters, they are Burch, Radburn, Tibeats, Mr. Epps and Mrs. Epps. The second, the researcher described and interpreted the reasons why the white characters used African American English patterns through their conversations.

4.1 Findings

4.1.1 African American English Patterns

A. Phonological Patterns

The researcher found three phonological patterns of AAE like reducing final consonant clusters [nd] is pronounced as voiced nasal stop [n], the sound *'th'* [θ] is pronounced as voiceless oral stop [t], and reduction the voiced velar nasal stop [ŋ] in the *–ing* suffix is realized as voiced alveolar nasal stop [n].

4) Reducing Final Consonant Cluster

Reducing final consonant cluster is the process of the final consonant group or cluster that composed of two consonant sounds is reduced to a single consonant sound. There are several types of reducing final

consonant cluster but in the data only one type of final consonant cluster appeared like the final consonant cluster [nd] is pronounced as voiced nasal stop [n], the voiced nasal stop [n] is in alveolar, the process of alveolar is produced in the alveolar ridge behind the upper teeth, when the tongue tip touches the alveolar ridge behind the upper teeth. Like the utterance below:

Tibeats   : "…..So, clap your **hands [hæns]**."

In that utterance, Tibeats used reducing final consonant cluster [nd] in the word 'hands'. Tibeats pronounced the word 'hands' [hænds] as [hæns]. He reduced the final consonant cluster [nd] pronounced as voice nasal stop [n]. For the Standard English must be like 'So, clap your **hands [hænds]**'.

5) **The Voiceless Fricative '*th*' [θ] is Pronounced as Voiceless Oral Stop [t]**

The sound pattern of voiceless fricative '*th*' [θ] in African American English pattern can be replaced as voiceless oral stop [t]. The voiceless fricative [θ] is the process when the tongue tip is between upper front teeth and lower front teeth or it called dental. The sound of voiceless fricative [θ] was uttered like:

Burch   : "You **nothin' [ˈnʌtɪn]** but a Georgia runaway."

Burch replaced the sound voiceless fricative '*th*' [θ] as voiceless oral stop [t] in the word 'nothing' [ˈnʌθɪŋ] pronounced as 'nothin' [ˈnʌtɪn]. In Standard English should be pronounced like 'You **nothin' [ˈnʌθɪŋ]** but a

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Georgia runaway'. This case also spoken by another character in the movie like that utterance:

Mr. Epps : "I seen **nothin**' **[ˈnʌtɪn]** but her turn away."

In the word 'nothing' [ˈnʌθɪŋ], Mr. Epps also pronounced the sound voiceless fricative *'th'* [θ] as voiceless oral stop [t] becomes 'nothin' [ˈnʌtɪn] while in Standard English should be 'I seen **nothin**' [ˈnʌθɪŋ] but her turn away'.

6) **Reduction Sound of Voiced Velar Nasal stop [ŋ] in suffix *-ing* as Voiced Alveolar Nasal Stop [n]**

The voiced velar nasal stop [ŋ] in the suffix *–ing* is realized as voiced alveolar nasal stop [n] in most contexts, this case like dropping [g], so the following words end with suffix *–ing* [ɪŋ] is pronounced as *-in* [ɪn]. This reduction is happen in most of words end with *–ing*. Like the utterance:

Tibeats : "Are you **callin' [kɔːlɪn]** me a liar, boy?"

Tibeats reduced sound [ŋ] in the suffix -ing becomes [n] such as in the words 'calling' [kɔːlɪŋ] as 'callin' [kɔːlɪn]. It happen by dropping [g] in the suffix *–ing* [ɪŋ] becomes *–in* [ɪn]. The characters replaced the sound velar nasal stop [ŋ] to alveolar nasal stop [n] in the suffix *–ing*. The standard English in pronouncing should be 'Are you **callin'** [kɔːlɪŋ] me a liar, boy?'. The other examples spoken by another character like:

Mr. Epps : "What's he been **tellin [telɪn]** you?"
Mrs. Epps : "Of your misbegotten ways."
Mr. Epps : "And he would know what of anything? I ain't even

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spoken with him today. You **lyin [laɪn]** nigger, Platt. Have
I? Have I? There. There's all the truth he got. Damn
nigger."

Mr. Epps reduced the voiced velar nasal stop [ŋ] in the suffix –*ing*
became as voiced alveolar nasal stop [n] in the words 'telling' [telɪŋ] and
'lying' [laɪŋ] became 'tellin' [telɪn] and 'lyin' [laɪn]. The sentences in
Standard English mutt be 'What's he been **telling [telɪŋ]** you?', 'You **lying**
[laɪŋ] nigger, Platt'.

B. Syntactic Patterns

In syntactic patterns of African American English, the researcher
found eight types such as single auxiliary *'is'* in plural subject, the use of
ain't, the absence of *be* (*are*), aspectual *be*, verbal marker [dən], multiple
negation, no auxiliary in question, and relative clause. Syntactic patterns
appeared sixty times with the most frequent used is no additional auxiliary in
question.

1) Single Auxiliary in Plural Subject

In African American English patterns, a single auxiliary form such as
was or *does*, is used in both singular and plural subjects or a plural
auxiliary form such as *were* or *do*, is used in both singular and plural
subjects. The example like the utterance below:

Tibeats   : "No, **they is** no such thing."

Third plural subject *they* has an auxiliary form *do* or *are* in present
tense and *were* or *did* are used in past tense. In African American English,

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this rule does not make distinction. Like in the utterance above, the third plural subject *they* used auxiliary *is*, while the Standard English form *they* has an auxiliary *are* in nominal present tense like in Standard English form is 'No, **they are** no such thing'.

2) **The Use of *Ain't***

   Ain't is used as the general negation mark in African American English. *Ain't* means the negation of auxiliary forms like *be* and *do* in present or past tenses and present perfect *have not*. The researcher in this data found the use of *ain't* is used for *am not*, *are not*, *is not*, and *have not*.

   ▪ The *ain't* replaced *are not* like the utterances below:

      Burch   : "….And you ain't from Saratoga….."

      Burch used *ain't* to replace *are not* because it followed by the preposition and Saratoga referred to a name of city in United State of America. The Standard English form is 'You **are not** from Saratoga'.

   ▪ The use of *ain't* replaced *is not* like in the utterance:

      Mr. Epps   : "This nigger **ain't** even average."

      By analyzing the sentence, *ain't* is used to replace *is not*. It was nominal sentence and it referred to situational context at that time (continuous tense) so the Standard English is like 'This nigger **is not** even average'.

   ▪ The use of *ain't* replaced *have not* like in the utterance:

      Mr. Platt   : "I **ain't** even spoken with him today."

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ain't is used as *have not* because the verb 'spoken' was in the form of past participle and the sentence was an active sentence. Therefore, this sentence needed an auxiliary verb that appropriate with pats participle verb. The Standard English should be 'I **have not** even spoken with him today'.

- The use of *ain't* replaced *am not* like the utterance:

  Mr. Epps   :"I **ain't** said nothin!"

  ain't is used to replace *am not* because this sentence referred to the speaker's action at that time. So, the Standard English form is 'I **am not** saying anything'.

From the utterances above, the white characters used *ain't* in general negative form of tenses. The uses of ain't in those utterances replaced some negation marks such as *are not*, *is not*, *have not,* and *am not*.

3) **The Absence of *be***

The absence of *be* such as *am*, *is*, and *are* is happen in African American English because *be* (*am*, *is*, *are*) is uninflected form. In this collected data, the omitting of auxiliaries *be* (*are*) mostly used by the white characters like the utterances below:

Burch   : "**You no free man**. And you ain't from Saratoga. You're from Georgia. You ain't a free man. **You nothin but a Georgia runaway**. **You just a runaway nigger**... from Georgia."

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The abscent of copula *be* were appeared in the bold sentences. The subject of the sentences was the second singular person 'you' which meant that the sentences needed an auxiliary *are* to complete those sentences. The Standard English of those sentences are 'You **are** not any free man', 'You **are** nothin but a Georgia runaway', 'You **are** just a runaway nigger'.

4) **Aspectual *be***

Aspectual *be* indicated habitual meaning. It occurred before verbs, adjectives, nouns, prepositions, adverbs, and *dən*. The use of aspectual *be* is limited in this data. Aspectual *be* appeared in the utterance below:

Mr. Epps : Sin? There is no sin. Man does how he pleases with his property… At the moment, Platt, I'm of great pleasure. You **be** goddamn careful I don't want to come and lighten my mood no further.

The aspectual *be* is uttered once in this data and it occurred preceding an adverb 'goddamn'. Aspectual *be* referred to the habitual meaning which meant that the event is occurred again and again, or it referred as *always*. The Standard English form of this utterance is 'You **are always** goddamn careful'.

5) **Verbal Marker [dən]**

The verbal marker [dən] is pronounced with an unstressed syllable. [dən] has three intentions such as indicates an event occurred in recent past, having had some experience, or an event that has ended. [dən] in this

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collected data referred to an event that occurred in recent past, and an event that has ended.

- [dən] referred to an event that occurred in recent past like the conversation below:

Mr. Epps   : "I ain't done, Treach. Ain't I owed a minute to luxuriate on the work Patsey **done**?"

Tearch   : "Yes, sir."

In the sentence above, [dən] referred to the event that occurred in recent past. **Done** referred to the activity that Patsey had done. The meaning of the statement above was the speaker believed that he had owed to Patsey because Patsey's work is very good. **Done** replaced the past form of *do* (*did*), so the Standard English form is 'Didn't I owe a minute to luxuriate on the work that Patsey **did**?'.

- [dən] referred to an event that has ended like the utterance below:

Mr. Epps : "Whoa! Joyous day. Joyous day. Dark times is behind us. Clean living and prayer **done** lifted the plague!....."

[dən] referred to an event that has passed or ended. An event or activity completely had ended by the speaker. The sentence 'Clean living and prayer done lifted the plague!' noticed there is a gap, there is no modal auxiliary *have* because it is form of present participle. [dən] replaced modal auxiliary *have* in African American English when it said about the event that completely ended. This sentence should be like 'Clean living and prayer **had** lifted the plague!'.

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From the explanation above, the verbal marker [dən] had two different meaning. First, the meaning was an event that occurred in recent past. Second, the meaning was to describe an event that completely ended or passed.

6) Multiple Negation

Multiple negation is the construction of auxiliary negation like *don't* or *doesn't* that is followed by a negative indefinite noun like *nobody* or *nothing* in one sentence. The pattern of multiple negations in this data such as the auxiliary negation *ain't* and *don't* are followed by a negative indefinite noun like the utterances below:

Radburn   : "**Ain't no** need for all that. Just taking a little trip, that's all."

The utterance above had two negations, **ain't** and **no**. Double negation in one sentence made misunderstanding because in one sentence should be had a negative word if the negation word is double the meaning would be a positive. This case is different from syntactic patterns of AAE, African American English used multiple negations in one sentence does not give particular effect and the meaning of the sentence do not become positive. The meaning of the sentence '**Ain't no** need for all that' in Standard English is 'It **does not** need **anything** for all that'. **Anything** replaced **no** and **does not** replaced **ain't**. Another example with the negative auxiliary **don't** such as:

Burch   : "I **don't** want to hear a word out of **none** of ya! Not a one."

Don't was the negative word in the sentence 'I **don't** want to hear a word out of **none** of ya!', but when the sentence was perused by the reader/hearer, the sentence had another negative word like **none**. The reader/hearer would presume that this sentence was positive, but for the people who knew this AAE patterns was still negative sentence. The Standard English of this sentence is by replacing **none** becomes **anyone** like ''I **don't** want to hear a word out of **anyone** of ya!'

7) Omitting Auxiliary in Interrogative Sentences

The speakers of African American English omitted auxiliary in the initial position of the sentence indicating that is question, but the speakers used intonation in uttering the question sentence. There were several auxiliaries omitted in the utterances like *do* that appeared in these utterances below:

Mrs. Epps : "You see that? You see that look of insolence she give me?"

The sentences above were as interrogative sentences. Usually in Standard English an interrogative sentence had an auxiliary in the initial position of the sentence but this rule did not prevail in the syntactic pattern of AAE. AAE pattern allowed the omitting of auxiliary in the interrogative sentence like in the sentences 'You see that?', and 'You see that look of insolence she give me?'. In Standard English the sentences should be '**Do** you see that?', and '**Do** you see that look of insolence she give me?'.

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8) Relative Clauses

There is no relative pronoun to present a noun in predicate nominative or the place of the object in the relative clauses in African American English. Relative clause is occurred only once in this collected data such as in the utterance below:

Mr. Epps   : I ain't done, Treach. **Ain't I owed a minute to luxuriate on the work Patsey done?**

Treach   : Yes, sir.

From the bold sentence, the relative pronoun was not used to present the relative clause. The relative pronoun that agreed with that sentence was *that*. In AAE, the presence of relative pronoun *that* did not give any particular effect, the meaning of that sentence is understandable. In Standard English should be 'Ain't I owed a minute to luxuriate on the work **that** Patsey did?'.

4.1.2 The Reasons of the White Characters Used African American English

From the data collection, the researcher found some reasons why the white characters used African American English patterns. The white characters used African American English to underestimate the black characters and consider them as slaves, to underestimate the black characters' knowledge, to show the power of the master to the slaves, to show solidarity between master and the slaves, and to show solidarity among the white characters.

1) To Underestimate the Black Characters and to consider them as slaves

In the collected data, the writer found that the white characters underestimated the black characters and considered them as slaves.

Datum 1

Solomon Northtop, a free black man from Saratoga, kidnapped by two white conmen in New York. Then, he put in the prison with two white men, Burch and Radburn. Burn and Radburn came in to Solomon's room.

Burch : Well, boy, how you feel now? (wiping his hands on his stomatch then put his hands in the pockets of his clothes)

Solomon : My name... My name is Solomon Northup (getting up from his place and stand up in front of Burch).
I'm a free man. A resident of Saratoga, New York. The residence of my wife and children who are equally free. And you have no right whatsoever to detain me.

Burch : You not any free man.(shaking his head then smile sneeringly)

Solomon : And I promise you... I promise you upon my liberation I will have satisfaction for this wrong.

Burch : Resolve this. Produce your papers.
You no free man. (stepping forward to close Solomon)
And you ain't from Saratoga. You're from Georgia.
You ain't a free man. (stepping forward again with eyes full of hate)
You nuthin' but a Georgia runaway. You just a runaway nigger... from Georgia.

(Radburn pulled the chain that knotted Solomon so Solomon took a header to the ground)

Burch : YOU A SLAVE! YOU A GEORGIA SLAVE! (Striking the Solomon's back with the iron chain)

Solomon : No (Groaning dreadfully ill)

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Burch is a white man, he is one of the white men that kidnaped Solomon then sold him to the others white men. While Solomon is a free black man that kidnaped then sold to white people. In the conversation above, Solomon described that he is a free man and has a family in Saratoga but his explanation was rebutted by Burch. Burch stated that Solomon is not a free man and only a runaway nigger, in other term, Burch called Solomon who as a black man is a slave. Burch showed his identity as a white man, who has higher social status than black people. In this case, the white ethnic considered that the black ethnic are slaves and the white people could tide them rough shod over.

Indirectly, Burch underestimated the black people because their color skin. Burch used African American English to show his dominance in that situation which Solomon was his detainee and to show that he has higher social status than Solomon. It meant that highest people used nonstandard English to the lower people.

2) **To Underestimate the Black Characters' Knowledge**

The white people had high social status. They were educated and they managed their slaves who are black people. Some white people presumed that the black people were uneducated and did not know anything but the white people were false. There were some black people who as slaves had high knowledge and experience.

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Datum 2

In the working area beside a river, Solomon speaks with Ford as Tibeats listens. Solomon draws his rough diagram of water transportation is quicker than land transportation and it can diminish the material.

Solomon	: The creek is plenty deep enough to sail. Even with a boat full of load. The distance from the work area to the point on the latter bayou... is several miles by water fewer than land. It occurs to me that the expense of transportation would be materially diminished...
Tibeats	: "Materially diminished"? (both of his hands in his waist)
Solomon	: ...if we use the waterway.
Tibeats	: Are you an engineer, or a nigger? Are you an engineer, or a nigger? (looking at Solomon with mocking facial expression)
Mr. Ford	: Let the man say his piece.
Tibeats	: It's a scheme. Plenty of engineers have schemed similarly. THE PASSES ARE TOO TIGHT.(pointing the river and getting emotion)
Solomon	: I reckon them at more than 12 feet at their most narrow. Wide enough for a tub to traverse if a team of niggers cleared it out.
Tibeats	: And you know what of transport and terraformin? (still putting his hands in his waist)
Solomon	: I labored repairing the Champlain canal... on the section over which William van Nortwick was superintendent. With my earnings, I hired several efficient hands to assist me... and entered into contracts for the transportation of large rafts of timber... from Lake Champlain to Troy.
Tibeats	: (smile sneeringly)
Mr. Ford	: Well, I'll admit to being impressed even if you won't.(looking at Tibeats) Collect a team. See what good you can do.(clapping Solomon's shoulder)

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Mr. Ford is one of Solomon's masters while Tibeats is the carpenter of Mr. Ford. Both of the two men are whites and have higher social status than Solomon. Solomon tried to explain to Mr. Ford about his idea of water transportation on the river can diminish the material of transportation's expensing. Mr. Ford appreciated it by listening carefully to Solomon but Tibeats doubted what Solomon said and Solomon's knowledge about transportation and terraforming. At the last, Solomon got to convince Mr. Ford about the waterway is quicker and cheaper than by land.

Between the both of white men, only Tibeats showed the expression of underestimating to Solomon's knowledge. Tibeats regarded Solomon as uneducated black slave, and also doubted Solomon's knowledge and experiences. Tibeats earned that himself as a white man is more educated and Solomon who as a black slave does not has any knowledge about transportation and terraforming. Here, Tibeats indirectly underestimated Solomon through the social status between the knowledge of the white people and the black people. The statements that showed underestimating are, first, 'Are you an engineer, or a nigger? Are you an engineer, or a nigger?', in these sentences, Tibeats spoke English by Standard English and he uttered the same question for twice. It stated that Tibeats was underestimated Solomon's knowledge and ability as a black slave. The second statement is 'And you know what of transport and terraformin?'.

Tibeats tried to defend his position as a carpenter and as a white man that more educated than a black slave by uttering some statements sneeringly to Solomon. He underestimated Solomon because Solomon only as an

uneducated black slave that does not know anything about transportation and terraforming. But in the fact, Solomon was educated black man although he is a slave now.

3) To Show the Power of Master to the Slaves

The masters had right to their slaves because they had power over their slaves. Like Mr. Epps did to his slaves, he gave whipping to his slaves who made mistakes.

Datum 3

Patsey is a Mr. Epps' slave, she went to the Master Shaw's plantation every Saturday. In one Saturday, Mr. Epps is angry when looking for Patsey but he cannot find him. After she backs to the Mr. Epps' plantation, she got punishment. Mr. Epps ordered Solomon to whip Patsey.

Mr. Epps : STRIKE HER, PLATT. STRIKE HER!
You will strike her.(stepping close to Solomon and speaking in Solomon's ear with his hand is holding fast Solomon's arm)
You will strike her until her flesh is rent and meat and blood flow equal... or I will kill every nigger in my sight.
YOU UNDERSTAND ME? STRIKE HER! STRIKE HER!
Until I say no more. I AIN'T SAID NOTHIN! GIVE ME THE WHIP! GET UP!

Solomon : Thou devil! Sooner or later... somewhere in the course of eternal justice, thou shalt answer for this sin!

Mr. Epps : Sin? There is no sin. Man does how he pleases with his property. At the moment, Platt, I'm of great pleasure. You be goddamn careful I don't want to come and lighten my mood no further.

The conversation above described that the master had an authority to his slaves. The master deserved to punish with any kinds of punishment. In this situation, Mr. Epps was as the master gave whipping as the punishment to his slave, Patsey, because Patsey went out from his plantation without permission. Mr. Epps ordered Solomon to whip Patsey until her flesh rent and her blood flew out from the flesh. Mr. Epps treated his slaves with tiding rough shod over like his slaves as animals. Mr. Epps stated that the way he punished his slaves was not a sin because his slaves was his property and he could do anything to his property like his utterances 'Sin? There is no sin. Man does how he pleases with his property.', these utterances also meant the gender power of a man was higher than the power of woman.

4) **To Show Solidarity between the Master and the Slaves**

To build a good relation between the white people as the master and the black people as the slaves, the master in some good opportunities used African American English pattern to be more intimate with their slaves. Like Mrs. Epps did to his slave, Solomon.

Datum 4

Mrs. Epps ordered Solomon to go to Bartholomew store to buy something.

Mrs. Epps : "Platt."
Solomon   : "Yes, Mistress?" (Walking to the Mrs. Epps)
Mrs. Epps : "Can you find your way to Bartholomew's?"
Solomon   : "I can, ma'am."
Mrs. Epps : "This is a list of goods and sundries." (Giving the list to Solomon)
              "You will take it to be filled and return immediately. Take your
              tag." (Giving the tag to Solomon)

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"Tell Bartholomew to add it to our debt."

Solomon : "Yes, Mistress." (Getting the list and the tag from Mrs. Epps then stepping restrain from Mrs. Epps)

Mrs. Epps : "Where you from, Platt?"

Solomon : "I told you." (Turning to look Mrs. Epps)

Mrs. Epps : "Tell me again."

Solomon : "Washington."

Mrs. Epps : "Who were your master?"

Solomon : "Master name a Freeman."

Mrs. Epps : "Was he a learned man?"

Solomon : "I suppose so."

Mrs. Epps : "He learn you to read?"

Solomon : A word, here or there. But I have no understanding of the written...

In the beginning of the conversation above, Mrs. Epps used Standard English then she changed her dialect to African American English. She changed her dialect when she had conversation with Solomon aimed to more friendly.

5) **To Show Solidarity among the White Characters**

The white characters also used African American English dialect with their ethnic in some occasions. It is aimed to make the conversation informally and to show their intimate relationship. Like the conversation below:

Datum 5

Bass is helping in the Mr. Epps's plantation.

Mr. Epps : "Hey, Bass." (Offering a bottle of drink to Bass)

Bass : "Oh, no, no, no. No shame in taking respite from the heat."

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Mr. Epps : "Drink, shade. It's ungodly for travelers, hearty or otherwise."
(Drinking the beverage)

Bass : (smiling)

Mr. Epps : "What's funny?"

Bass : "Epps, I merely mean to finish the work at hand, as requested.
And as paid for it."

Mr. Epps : "If something rubs you wrongly... I offer you the opportunity to
speak on it."

Bass : "You ask plainly, so I will tell you plainly." (Stepping forward to
Mr. Epps) "What amused me just then was your concern for my
well-being in this heat... when, quite frankly, the condition of your
laborers..."

Mr. Epps : "The condition of my laborers?" (Looking around)

Bass : "It is horrid. It's all wrong. All wrong, Mr. Epps."

Mr. Epps : "They ain't hired help. They're my property."

Bass : "You say that with pride."

Mr. Epps : "I say it as fact."

From the conversation above, Mr. Epps and Bass were friend. Bass was helped in Mr. Epps plantation and considered the condition of slaves or the black people were in bad condition. The slaves forced to work hard every day. But Mr. Epps assumed that his slaves were good and there was no trouble with them.

There were difference opinions about racism between Mr. Epps and Bass. Bass argued that slaves or black people had to treat a fair deal as a human being. While Mr. Epps claimed that his ways of treating the slaves were right. Although they gave different opinions but they could control their emotional during the conversation therefore the conversation was ended without any disputes. It also showed their intimate relationship as white people.

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4.2 Discussion

This present study analyzed African American English in the terms of phonological and syntactic patterns spoken by the five white characters in *12 Years A Slave* movie. In the data collection, the researcher found three kinds of phonological patterns such as reducing final consonant sounds or cluster [nd] pronounced voiced nasal stop [n], the sound voiceless fricative[θ] is pronounced voiceless oral stop [t], and the reduction phonological pattern –*ing* velar nasal stop [ŋ] to –*in* alveolar nasal stop [n]. In the term of syntactic patterns, the researcher found eight kinds like single auxiliary *'is'* in plural subject, the use of *ain't*, the omitted of auxiliary *be* (*are*), aspectual *be*, verbal marker [dən], multiple negation, no auxiliary in question, and relative clause.

Comparing to the previous studies that was written by the writer in the review of the related studies, like the previous study was written by Mustika and Damanhuri (2014) found that the phonological patterns of African American English such as the sound voiceless fricative [θ] changed to voiceless oral stop [t], the use of velar nasal stop [n] to replace alveolar nasal stop [ŋ] in suffix -*ing*, and the grammatical included syntactic patterns like the deletion of auxiliary in the interrogative sentence. While Ningrum and Rohmah (2014) also found the sound change of voiceless fricative [θ] to be voiced oral stop [d], reducing final consonant sounds or cluster [nd] pronounced voiced nasal stop [n], and and the reduction phonological pattern –*ing* velar nasal stop [ŋ] to –*in* alveolar nasal stop [n], in syntactic patterns had multiple negation, the use of *ain't*, and the use of *been* and *done*.

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The results of the findings between the present study and the previous studies were similar. The similarities in phonological patterns were the sound voiceless fricative [θ] changed to voiceless oral stop [t] or voiced oral stop [d], the use of velar nasal stop [n] to replace alveolar nasal stop [ŋ] in suffix –*ing*, reducing final consonant sounds or cluster [nd] pronounced voiced nasal stop [n] while the syntactic or grammatical patterns were the use of multiple negation, the use of *ain't*, the use of *been* and *done*, and the deletion of auxiliary in the interrogative sentence. It concluded that African American English in the terms of phonological and syntactic or grammatical patterns had the patterns like mentioned above.

The present study found that some of the white characters had some purposes in using African American English. They used AAE to underestimate the black characters who as the slaves, to underestimate black people's knowledge, to show the power of masters to their slave, and to show the solidarity between the masters and the slaves. The white characters underestimated the black characters because of the social class, the white people were high class while the black people were in low class. They argued that white people were more dominance than black people and black people had not any rights as human being, the black people's rights were as slave and according to their master, in other ways, the white people or the masters used African American English in order to more friendly to the black people or their slaves.

Mostly the white characters used African American English when they talked to the black characters but sometimes they also used African American English when they talked to their ethnic. But in other opportunities, the white

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characters used Standard English to speak with the black characters. In this case, the white characters showed to the black characters that the white characters also can speak using African American English.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher concluded from the previous chapter that the patterns of African American English used by the five white characters are in the terms of phonological and syntactic pattern. From the phonological patterns used by the five characters in this movie are the reducing final consonant clusters [nd] pronounced as [n], sound pattern *'th'* [θ] is pronounced voiceless [t], and reduction the sound [ŋ] in the *–ing* suffix is realized as [n]. These patterns appeared twenty one times in the utterances of the five white characters. In syntactic patterns of African American English, the researcher found eight types such as single auxiliary *'is'* in plural subject, the use of *ain't*, the absence of *be* (*are*), aspectual *be*, verbal marker *[dǝn]*, multiple negation, no auxiliary in question, and relative clause. Syntactic patterns appeared sixty times with the most frequent used is no additional auxiliary in question. Syntactic patterns are mostly used by the five white characters.

The white characters had purposes why they used African American English, they used AAE to underestimate the black characters who as the slaves, to underestimate black people's knowledge, to show the power of masters to their slave, and to show the solidarity between the masters and the slaves. According to the white people, the black people were uneducated. The white people are more dominance than the black people. They underestimated the black people

depending on the social status by using Black English or African American English.

5.2 Suggestion

This study has successfully revealed the use of African American English spoken by the white characters in the *12 Years A Slave* movie. For the further study that also concerned in African American English dialect, the researcher suggested to the next researcher to not only focus on the patterns of African American English used by the subjects of the study but also analyzing the factors of why the subjects used African American English through the sociolinguistics study, it can be seen from the social factors such as the participants, the setting or social context of the interaction, the topic, and the function influenced the way people to communicate.

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