## **CHAPTER V**

## CONCLUSION AND SUGGESTION

This chapter outlines the conclusion which covers the summary of the finding from a grammatical analysis of African American Vernacular English in *Rush Hour 2* movie and suggestions for linguistic students, linguistic teachers and future researchers.

## 5.1 Conclusion

The data of this research is the utterance of Mr. Carter which included of grammatical features of AAVE that transcribe from the movie. The utterance of Mr. Carter that among 327 utterances in *Rush Hour 2* movie, only 96 of them included the characteristics of grammatical features in terms of AAVE.

However, the total numbers of Mr. Carter utterances are implied in some dialogs more than one grammatical characteriscs are found. It is concluded that there are seventeen features of the grammatical characteristics of AAVE used in *Rush Hour 2* movie. Thus, in 33 utterances of Mr.Carter are included into the absence of copula or auxiliary, 4 utterances are invariant *be*, 11 utterances are regular and irregular past verb, 4 utterances are aspectual marker *been* and 3rd plural –*s*, 2 utterances are leveling present be to *is*, regularized was for past be, negative concord (double or multiple negation), 3rd singular –*s* absence and non-inverted simple question, 5 utterances are double modals, 10 utterances are use *ain't* for negation, 3 utterances are *ain't* for didn't, generelized verb plural absence, 6 utterances are generelized –*s* absence, 7 utterances are measurable noun plural absence, the last is 1 utterances are 2nd plural *y'all* and inverted

embedded question. Then, the compararisons of grammatical features in *Rush Hour 2* movie with Standard English diverge in some matters. They are: Invariant *be*, aspectual marker *been*, use *ain't* for negation, *ain't* for *didn't*, 2nd plural *y'all*, non inverted simple question, and inverted embedded question.

## **5.2 Suggestions**

It is hoped that linguistic students who are interested in analyzing or comprehending the African American Vernacular English to take other interesting aspect beside the grammatical characteristics of AAVE, like phonological, syntactic, and semantic characteristics of AAVE that are interesting and worth to be analyzed.

It is also expected that the linguistics teachers increase their knowledge and apply their understanding about grammatical characteristics of AAVE in the teaching and learning in linguistics classroom. Besides, this study can be valuable references for future researchers to conduct related research with different focus.