# "A STUDY OF THE LINGUISTICS FEATURES OF BLACK VERNACULAR ENGLISH USED BY BIGGER THOMAS IN RICHARD WRIGHT'S NATIVE SON"

**A THESIS**

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# DECLARATION

This thesis contains materials which have been accepted for the award of Sarjana degree of English Department Faculty of Humanities UIN Sunan Ampel Surabaya. And to the best of my knowledge and belief, it contains no material previously published or written by other person except where due reference is made in the text of the thesis.

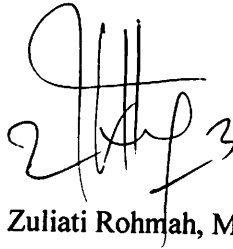Surabaya, June, 17th 2015

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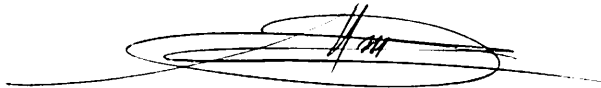
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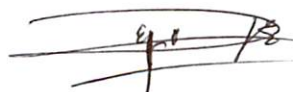**Examiner I**

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# ABSTRACT

Nur, Indalloh. 2015. A Study of the Linguistics Features of Black Vernacular English Used byBigger Thomas in Richard Wright's Native Son. English Department, Faculty of Letters and Humanities, the State Islamic University Sunan Ampel Surabaya.

Thesis Advisor : Prof. Dr. Hj. Zuliati Rohmah, M.Pd.

Key terms : Black Vernacular English, Bigger Thomas, Richard Wright's Native son.

Black Vernacular English (BVE) is one of variety in English language which is used by African Americans (even not all) and has its own characteristics which are different with other variety. This variety usually used by black people, lower class, or uneducated people. This is also happened to Bigger Thomas (the main character in Richard Wright's novel, Native son) as black a person who has a lower position in social and education. He used Black Vernacular English as his habit while have a conversation.

This study focuses on the BVE which is used by Bigger Thomas in Richard Wright's Native son. Therefore, the data of this study is Bigger Thomas' utterance which is fully taken from the novel. Thus, the researcher applies the theory of BVE to conduct this study. This study approach applies descriptive and the technique of the data analysis is content analysis.

This study finds that Bigger Thomas uses the syntactical and phonological features, but from eight syntactical features, just seven features used by Bigger Thomas. They are, Absence of copula – be, the use of ain't, double negation, generalization of 'is' and 'was', direct question, invariant be, and completive done. Hence, the features which do not use is omission of –s in third person singular. In phonological features, there are six features, but just three features used by Bigger Thomas, they are deletion of 'l' and 'r', deletion of unstressed syllable and the use of an', 'em' and 'im'. And the features which do not use are,G dropping, Realization of voiced 'th', and consonant cluster simplification.

# INTISARI

Nur, Indalloh. 2015. A Study of the Linguistics Features of Black Vernacular English Used byBigger Thomas in Richard Wright's Native Son. English Department, Faculty of Letters and Humanities, the State Islamic University Sunan Ampel Surabaya.

Dosen Pembimbing : Prof. Dr. Hj. Zuliati Rohmah, M.Pd.

Kata kunci : Black Vernacular English, Bigger Thomas, Richard Wright's Native son.

Black Vernacular English (BVE) adalah salah satu variasi bahasa dalam bahasa Inggris yang digunakan oleh warga Afrika-Amerika (meski tidak semua) yang memiliki karakteristik sendiri dan berbeda dengan variasi bahasa yang lain. Variasi bahasa ini biasanya digunakan oleh orang kulit hitam kelas bawah atau yang berpendidikan rendah.Yang mana juga terjadi pada Bigger Thomas (tokoh utama dalam novelnya Richard Wright yang berjudul Native son) sebagai orang berkulit hitam, yang memiliki posisi yang rendah dalam kelas sosial dan pendidikan. Dia menggunakan BVE dalam percakapannya sebagai kebiasaan.

Penelitian ini focus pada BVE yang digunakan Bigger Thomas dalam novelnya Richard Wright yang berjudul Native son. Data yang diambil dalam penelitian ini berupa ujaran yang di produksi oleh Bigger Thomas. Oleh karena itu Peneliti menggunakan teori BE dan mengaplikasikan pendekatan deskriptif dalam penelitian ini, sedangkan pada teknik analisis data, penulis menggunakan analisa isi.

Penelitian ini menemukan bahwasannya Bigger Thomas menggunakan fitur sintaksis dan fonologi. Dalam fitur sintaksis, dari delapan fitur yang ada, hanya tujuh yang dipakai, yaitu, Absence of copula – be, the use of ain't, double negation, generalization of 'is' and 'was', direct question, invariant be, and completive done sedangkan fitur yang tidak dipakai adalah omission of –s in third person singular. Dalam fitur fonologi, dari enam fitur yang ada, hanya tiga fitur yang digunakan, yaitu deletion of 'l' and 'r', deletion of unstressed syllable and the use of an', 'em' and 'im'. Sedangkan tiga fitur yang tidak dipakai yaitu, G dropping, Realization of voiced 'th', and consonant cluster simplification.

In this chapter, the researcher will give explanation about background of the study, problem of the study, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

## 1.1 Background of Study

English is one of the languages which are used by many people in the world. In reality, there are many people coming from different background of English as their daily communication. As the result, the variation of English appears. People who were coming to America, have different way in speaking English if they are compared to British English, Australian English, or Black English. When Black people speak English, it is called as Black Vernacular English (hereafter, BVE). It is one of many English varieties that still exist.

The speakers of this language are also still many, they spread all over America.

Actually, there are some technical terms for this variety. In Green (2004:77) found the following:

> "Among the many labels used to refer to this variety over the past forty years are "Negro dialect", "American Negro speech", "Black communications", "Black dialect", "Black street speech", "Black English", "Black Vernacular English", "African American language", "African American English", and "African American Vernacular English" (AAVE). One observation about these labels is

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that they coincide with the social climate, so the periods during which *Negro, Black or African American* appeared in the label coincide with the periods during which the speakers were referred to as "Negro", "Black", or "African American"

The researcher concludes that BVE is one of the varieties in English language which is used by African Americans (even not all) and has its own characteristics which are different from other varieties. Green in Pramana (2011:3) argued that "Historical Discussions about the origin of BVE often start at the point which African slaves were thrust into a linguistic situation in which they had to learn English. BVE, the linguistic variety spoken by many African Americans or Black people in the USA, is a system with specific rules for combining sounds to form words and words to form phrases and sentences".

At the first time this kind of language is used by lower class Black people, but today BVE is also used by high class Black people. For instance, Missy Elliot, the famous rap black singer, who writes song lyric using BVE, and also Oprah Winfrey, TV presenter, sometimes uses BVE on her show.

Previous research on BVE conducted by Elfa Kusuma (2007) focuses on linguistic features by showing the amount and percentage of each features. Junaidi (2011) and Andharini (2005) analyzed the kind of AAVE and the Standard English in novel and songs. Galuh (2011) found the syntactical, phonological and morphological features of AAVE. Finally, Ningrum (2014) studied about the AAE and slang. None of the researcher above tried to

combine the analysis of linguistic features, the standard form and also the percentage on each features.

Some previous research on BVE above collected data from written texts, some other other research of BVE collected data from daily conversation in the society. Kinzler and DeJesus (2013: 1146) investigated the development of American children's attitudes about Northern and Southern accented American English. The study showed the fact that five-to six-year-old children in Illinois preferred the Northern-accented speakers as potential friends, yet they did not demonstrate knowledge of any stereotypes about the different groups; five- to six-year-old children in Tennessee were did not show a preference towards either type of speaker. Nine- to ten-year-old children in both Illinois and Tennessee evaluated the Northern-accented individuals as sounding "smarter" and "in charge", and the Southern-accented individuals as sounding "nicer."

Similar to Kinzler and DeJessus (2013: 1146), Snell's (2013: 110) study of dialect, interaction and class positioning at school in The Northern England showed the fact that the use of Teesside dialect (North-east England) Primary School and in Secondary School. In primary school, the pupils allow to use dialect in school whether it is during in class (reading poems and stories which are written in ethnic dialect) and outside class (when the pupils are on the playground or having lunch). But in Secondary School, pupils do not allow to use dialect in their written work.

The researcher in this study cannot find the society that used BVE in daily conversation, so she decided to take novel as her data since the data are available. Also, the previous researches show the dialect toward children's attitudes and dialect toward class positioning at school. Thus, in the first time, the researcher wants to investigate the type and impact of BVE which is used by Bigger Thomas. But then, after she gained the data, the researcher only find one point which show the impact, that is, the increasing of segregation.

This study's contribution is to enrich previous study in analyzing BVE. In this study, the researcher chooses the topic about BVE because of two reasons. First, BVE is unique. It has different linguistic features from Standard English. Second, in reality, there are many people use BVE in daily life.

The researcher is interested in studying BVE in Richard Wright's *Native Son* because the novel provides available data. Since the characters in this novel especially the black one often applies BVE in having communication in their daily conversation. Furthermore, because of applying BVE, the communication consists of variety style. The researcher feels interested because at the first time she reads the novel, there are many words in BVE that are unique. For example the word *"awright", "Gal, you crazy!", "'bout"* etc, which in Standard English is "all right", "Girl, you are crazy!", "about". From the examples, the researcher thinks that in BVE is like just writing the word based on its phonological as Francis ( in Kerr and Aderman,

1971:327) said that "BVE is often marked as such by attempts to represent their pronunciation by distorted spelling.

And also, the researcher limits to analyze Bigger Thomas only because he is the main character and also, in most of dialogue, there is his dialogue. Therefore, the researcher hopes by analyzing Bigger Thomas, she can represent what kind BVE used by other black character since he always takes turn in the dialogue. In the story, Bigger commits two ghastly crimes and is put on trial for his life. Bigger struggles to discuss his feelings, but he can neither find the words to fully express himself nor does he have the time to say to the white people.

The researcher chooses Richard Wright because he was an African-American author of sometimes controversial novels, short stories, poems, and non-fiction. Much of his literature concerns racial themes, especially those involving the plight of African Americans during the late 19th to mid-20th centuries. Some believe his work helped change race relations in the United States in the mid-20th century. In addition, she chooses Native Son novel because the story tells us about 20-year-old Bigger Thomas, a black American youth living in utter poverty. Bigger lived in a poor area on Chicago's South Side in 1930 (as cited in Wikipedia.com). The researcher will try to analyze Bigger Thomas and other black character based on their words, sentence and utterances.

## 1.2 Statement of the Problems

Based on the background of the problem above, the researcher states some problems as follows:

1. What kind of linguistic features based on syntactical features of Black Vernacular English are used by the Bigger Thomas in Richard Wright's *Native Son*?

2. What kind of linguistic features based on phonological features of Black Vernacular English are used by the Bigger Thomas in Richard Wright's *Native Son*?

## 1.3 Objectives of the Study

Through the problem of the study, the researcher presents the objectives of the study as follows:

1. To identify the kind of linguistic features based on syntactical features of BVE which are used by the Bigger Thomas in Richard Wright's *Native Son*.

2. To identify the kind of linguistic features based on phonological features of BVE which are used by the Bigger Thomas in Richard Wright's *Native Son*.

## 1.4 Significance of the Study

By conducting this research, the researcher hope that this research may widen the researcher's knowledge about the variety of English in use namely, BVE. The second, this study hopefully will be useful to other fellow students who are interested in BVE and the third, the researcher also hopes this research will give more information and knowledge for the readers in general and other researcher. The last is, by studying BVE the researcher is able to enlarge her knowledge.

## 1.5 Scope and Limitation

This study will only use the Native Son novel as a research data. Among the abundant black characters, the researcher will limit the object study to Bigger Thomas only; because he is the main character who brings the plot becomes a heart-warming story. Furthermore, the researcher limits her study on BVE and focus on linguistic features, showing the standard form and the percentage features which is used by Bigger Thomas.

The analysis is centered to find the linguistic feature which covered in syntactical and phonological of BVE in Bigger Thomas' utterence while having dialogue. This is based on Labov's ( in Scheneider, 2007: 303) statement, "The features which increasingly separate black from white speakers are both phonological and syntactic in nature. This study is conducted with data of a novel. Therefore, it is limited to the written data

only. However, the researcher is still able to analyze the phonological features through the typing of the character's utterances provided in the novel.

## 1.6 Operational Definitions

a. Linguistic feature: linguistic feature is a linguistic item which is used to analyze sentence or utterance by its lexical, grammatical, phonological, syntactical or morphological features.

b. Black Vernacular English: Black Vernacular English is one of variety in English language which is used by African Americans (even not all) and has its own characteristics which are different with other variety.

c. Syntactical feature: is a feature to identify the construction of words to sentences from a language that is used by its speakers.

d. Phonological features: is a feature to identify the sound system of a language that used by the speakers of a language.

e. Richard wright: is the author of *Native son* novel.

f. Bigger Thomas: The main character in Native son novel.

g. Native son: Native son is the title of the novel written by Richard Wright. The novel consists of three books. The three books of the novel describe Bigger Thomas progession to undestanding. "Fear", the first book, establishes the conditions that lead Bigger to violent reaction. During "Flight", he comes to realize that defiant rejection of society is the only independent action society has left him. The final

book of the novel, "Fate", introduces Max to organize Bigger
intuitions into systematic statements (Reilly in Wright 2001: 396).

# CHAPTER 2

In this chapter, the researcher will elaborate the important aspect concerning theoretical framework and the related studies.

## 2.1 Language and Society

Every society has its language, because language and society are related. Wardaugh (2006: 1) argued that "Society is any group of people who are drawn together for a certain purpose or purposes. While language is what the members of a particular society speak".

When people in a society want to communicate with other people, they must use their language, because language is a bridge to communicate, and because of this phenomenon, raised a term called sociolinguistics. According to Holmes (2001: 1) "Sociolinguistics is a study the relationship between language and society". Yule (1996: 239) stated that "Sociolinguistics deals with the inter-relationships between language and society". Also Wardaugh (2006: 13) added "Sociolinguistics is concerned with investigating the relationship between language and society with the goal being better understanding of the structure of language and of how languages function in communication".

Furthermore, Trudgill, (2000: 21) argued that "Sociolinguistics is that part of linguistics which concerned with language as a social and cultural

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phenomenon". From four definitions above, the researcher concluded that sociolinguistics is a study about society, language and cultures that happened in human life.

## 2.2 Language and Social Class

Usually, from a language which someone uses, we can know what and where that people come from. It is because language can also show someone's background in a society. As Trudgill (2000: 2) said that "Our accent and our speech generally show where we come from and what sort of background we have". Trudgill (2000: 23) added, "The internal differentiation of human societies is reflected in their languages. Different social groups use different linguistic varieties, and as experienced members of a speech community".

According to Trudgill (2000: 24-25), we can know someone background from his or her grammar in the language they use. In this case, the writer means English language. This can be seen in the following:

| Speaker A | Speaker B |
|---|---|
| I done it yesterday. | I did it yesterday. |
| He ain't got it. | He hasn't got it. |
| It was her what said it. | It was her that said it. |

At glance, people who know about English language must consider that speaker B has a higher social status than speaker A. Generally, people

who use standard language are come from high social class or they are who get formal education.

Of many forms of social differentiation, for example by class, age, sex, race or religion, this case is concentrate in the social stratification. Social stratification is a term used to refer to any hierarchical ordering of groups within a society especially in terms of power, wealth and status. In the industrialized societies of the West this takes the form of stratification into social classes, and gives rise linguistically to social-class dialects.

## 2.3 Language and Ethnic Group

In a society usually has an ethnic group. Language also has relation with ethnic group. In Indonesia for instance, especially in Java island people who live in the east of Java speak Javanese language in a crude way. While people who live in center Java speak Javanese language in a softer way. This can be caused that in the central Java; people live close to Yogyakarta Kingdom which brings people into cultured Javanese language.

In English language, especially in America which there is many immigrants from other countries, also make different in the way people speak English. As we know that in America also immigrant from Africa. Thus, make a new variation of English language in America that is African American Vernacular English, or also called as Black Vernacular English.

Trudgill's (2000: 43-45) study found the following:

"Group of people are 'racially related' because they speak related language. In many cases language may be an important or even essential concomitant of ethnic-group membership. This is a social and cultural fact, though, and it is important to be clear about what sort of processes may be involved. In some cases, for example, and particularly where languages rather than varieties of a language are involved, linguistic characteristics may be the most important defining criteria for ethnic group. Ethnic group differentiation in a mixed community, then, is a particular type of social differentiation and, as such, will often have linguistic differentiation associated with it.

## 2.4 Standard Language

Basically, language is divided into Standard and Non standard. According to Holmes (2001: 76), "Standard language is generally one which is written, and which has undergone some degree of regularization or codification (for example, in a grammar and a dictionary); it is recognized as a prestigious variety or code by a community. Holmes (2001: 76) also added that "Standard English used by the Court in fifteenth century, where the Court was based, and the two universities in London, Oxford and Cambridge. Also in that city is the central of political, social and intellectual life in England".

In addition, Trudgill (2000: 5-6) said that Standard language usually used in print, and which is normally taught in schools and to non-native speakers learning the language. It is also the variety which is normally spoken by educated people and used in news broadcast and other similar situations.

Furthermore, Francis (In Kerr and Aderman, 1971: 327) stated that Standard language naturally used by most college-educated people who fill

positions of social, financial, and professional influence in the community. Moreover, Fries (In Kerr and Aderman 1971: 313) said that Standard language as the particular language habits that have become socially acceptable in most communities.

Based on the three statements above, the researcher concluded that this variety is used by people who have high education, and also Standard English is a variety which used in newspaper and books, and also taught in schools in written and spoken form. It can be understood that Standard Language is the social favored variety of language which is based on the speech of the educated population. Standard English associates with language which has prestigious accent.

## 2.5 Non-Standard Language

Actually, based on social status, people are divided into three groups. They are high class, middle class and lower class. Every group is unique. They have their own characteristics which differentiate one another, including their language. As Francis (1In Kerr and Aderman 1971: 327) stated that Non Standard English is naturally used by people whose schooling is limited and who perform the unskilled labor in country and city.

In addition, Trudgill (2000: 6) stated that nonstandard language has nothing in principle to do with differences between formal and colloquial language, or with concepts such as 'bad language'.

The researcher concluded that in contrast with standard variety, non-standard is used by people from lower status who tend to be uneducated. Actually, it happens because lower class has less education than high class. They do not have much money to get high education. Consequently, most of them do not have prestigious position in business, they just become workers.

Meanwhile, high class who get adequate education, occupy strategic place in business. They are trained to speak standard since they are at school, place where Standard English used not only in written but also in spoken form. The speech of people reflects not only the class they belong to but also their educational background.

## 2.6 Black Vernacular English

Wardaugh (2006: 342) argued that "black people who live in New York City, Boston, Chicago, Detroit, and Seattle speak very much alike. The speech of black in these cities also resembles the speech of blacks in the southern states. Linguists have referred this variety of speech of Black English, Black Vernacular English, and Afro-American Vernacular English. Today, the most-used term is African American English (AAVE) but Ebonics (a blend of Ebony and Phonics) has also recently achieve a certain currency".

Actually, there are some technical terms for this variety. According to Green (2004: 77) found the following:

Among the many labels used to refer to this variety over the past forty years are "Negro dialect", "American Negro speech", "Black communications", "Black dialect", "Black street speech", "Black English", "Black Vernacular English", "African American language", "African American English", and "African American Vernacular English" (AAVE). One observation about these labels is that they coincide with the social climate, so the periods during which *Negro, Black or African American* appeared in the label coincide with the periods during which the speakers were referred to as "Negro", "Black", or "African American".

Green in Pramana (2011: 3) argued that "Historical Discussions about the origin of BVE often start at the point which African slaves were thrust into a linguistic situation in which they had to learn English. BVE, the linguistic variety spoken by many African Americans or Black people in the USA, is a system with specific rules for combining sounds to form words and words to form phrases and sentences".

Trudgill's (2000: 52) study found the following:

"African American Vernacular English (AAVE) is now the major interests of many American linguists. The term is generally used to refer to the nonstandard English spoken by lower class African American. The term Black English, as AAVE was sometimes known, had the disadvantage that it suggested that all Blacks spoke this one variety of English – which is not the case. The use of the term 'Vernacular', on the other hand, distinguishes those Blacks who do not speak Standard American English from those who do".

Green (2004) also added that "African American English refers to a linguistic system of communication governed by well defined rules and used

by some African Americans (though not all) across different geographical regions of the USA and across a full range of age groups (p. 77)".

Moreover, Yule (1996: 243) said "Black English Vernacular (BEV), is a widespread social dialect, often cutting across regional differences. When a group within a society undergoes some form of social isolation, such as he discrimination or segregation experience historically by African Americans, then social dialect differences become more marked".

The last definition of Black Vernacular English came from Fromkin, Rodman & Hyams (2007: 423) "The dialect, African American English (AAE) is spoken by large population of Americans of African descent which is actually a group of closely related dialects also called African American Vernacular English (AAVE), Black English (BE), Inner City English (ICE), and Ebonics".

The researcher concluded that Black Vernacular English is one of variety in English language which is used by African Americans (even not all) and has its own characteristics which are different with other variety. This kind of language is used by lower class Blacks class at the first time, but today BVE is also used by high Black class. For instance, Missy Elliot, the famous rap black singer, who writes song lyric using BVE, and also Oprah Winfrey, TV presenter sometimes, uses BVE on her show.

### 2.6.1 Linguistic features

Linguistic feature according to Wardaugh (In Pramana 2011: 5) a linguistic item which has identifiable feature. A language is essentially a set of items, what Hudson (In Wardaugh, 2006: 10), calls 'linguistics items', such entities of sounds, words, grammatical structures and so on. The researcher concluded that linguistic feature is a linguistic item which is used to analyze sentence or utterance by its lexical, grammatical, phonological, syntactical or morphological features. There are some Linguistics features in Black Vernacular English based on some linguists. From the abundant linguists who proposed the BVE features, there are two, who are the most used by researcher, Trudgill (2000) and Rickford (1999). In this study, the researcher used syntactical and phonological features based on some linguists such as Trudgill (2000), Rickford (1999), Brown and Attardo (2000), Fromkin, Rodman & Hyams (2007), and Mufwene (1998).

### 2.6.1.1 Syntactical Features

According to Van Valin & Lapolla (1997: 1), the term 'syntax' is from Ancient Greek *syntaxis*, a verbal noun which literally means 'arrangement' or 'setting out together'. Matthews (In Van Valin and Lapolla 1997: 1) traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections are arranged to show connections of meaning within.

In addition, Robert (Fidyanti 2012: 46) stated that syntax deal with
how sentences are constructed and user of human language employ a striking
variety of possible arrangement of the elements in sentences. Moreover,
Baker, C L . (1995: 3) defined syntax as the body of rules that speakers of the
language follow when they combine words into sentences.

The researcher concluded that syntactical feature is a feature to
identify the construction of words to sentences from a language that used by
its speakers.

### 2.6.1.1.1 Absence of copula –be

According to Trudgill (2000: 54) "Another important characteristic of
Black Vernacular English is the absence of the copula – the verb *to be* in the
present tense". It means that one of many important characteristics of Black
Vernacular English is the deletion of –to be- in the present tense of Standard
English.

Example:

"She real nice" for "She is real nice" in Standard English.

"He not American" for "He is not American" in Standard English

In addition, Rickford (1999: 6) said that absence of copula/auxiliary *is*
and *are* for present tense states actions, as in "He tall" for SE "He is tall" or
"They running" for Standard English (here after SE) "They are running ". In

conclusion, it is quite common for Black Vernacular English speakers to omit
the verb-be while talking to others.

### 2.6.1.1.2 Omission of –s in third person singular

According to Trudgill (2000: 54) stated that "Many black speakers do
not have –s in third person singular present tense forms, so that forms like he
go, it come, and she like are usual". It means that the speaker of Black
Vernacular English ignore the use of 's' for the third person when using
present tense of Standard English. Example:

<p align="center">"He go" for "He goes"</p>

<p align="center">"It come" for "It comes"</p>

Moreover, Rickford (1999: 7) stated absence of –s in third person
singular present tense as in "He walk" for SE "He walks". The researcher
conclude that in BVE, often ignore –s in third person singular.

### 2.6.1.1.3 The use of Ain't

According to Rickford (1999: 8) stated that ain't in Black Vernacular
English is used as a general preverbal negator. It replaces am not, is not, are
not, has not, have not, and did not in Standard English.

For example:

"He ain't" here for "He isn't here"

"He ain't do it" for "He didn't do it"

"He ain't know" for "He doesn't know"

In Black Vernacular English speakers often use "ain't" in their
conversation.

### 2.6.1.1.4 Double Negation

According to Trudgill (2000: 57), "In Black Vernacular English, if a
sentence has a negative indefinite like *nobody, nothing,* then the negative
auxiliary *(doesn't, can't)* can be placed at the beginning of the sentence:
*Can't nobody do nothing about it; Wasn't nothing wrong with that* (with
statement intonation)".

In addition, Rickford (1999: 8) stated that "Multiple negation or
negative concord is negating the auxiliary verb and all indefinite pronouns in
the sentence, as in "He *don'* do *nothing*" for SE "He doesn't do anything".
The researcher concluded that Black Vernacular English speaker use double
negation as negative indicator in their speech.

### 2.6.1.1.5 Generalization of "is" and 'was'

Generalization of "is" and "was as Rickford (1999: 7) mentioned that
Generalization of 'is' and 'was' use with plural and second person subjects as
in "They is crazy folk" for SE "They are crazy folks" or "We was there" for
SE "We were there".

From the two sentences above, it can be seen that the two sentences
use the 'to be' forms inappropriate tense so that the sentences become
nonstandard.

#### 2.6.1.1.6 Relative Clauses

Relative clauses look like this in Black Vernacular English. For example, '*He got a gun sound like a bee*' or '*I had an uncle was one of the world's heavyweight contender's,* and '*My youngest sister, what live in Georgia*',....

In Standard English, a relative clause is introduced by *which, that, who, whose* and *whom,* as in the bolded of the following phrases: "The woman **who won the prize**", (Brown and attardo, 2000: 133)

Moreover, Rickford, (1999: 8) stated that "Absence of relative pronoun (who, which, or that) as in "That's the man come here" for SE "That's the man who come here" Note that the omitted form is a subject relative pronoun (who). Many varieties of English allow for the omission of object relatives is rarer and more unique to BVE". The researcher concluded that the unique of BVE speakers is they often omit the relative pronoun in their conversation.

#### 2.6.1.1.7 Question Inversion

According to Trudgill (2000: 57) "Rules for question inversion in indirect questions in Black Vernacular English differ from those in Standard English, and result in sentences such *I ask Mary where did she go* and *I want to know did he come last night*".

In addition, Rickford (1999: 8) argued that "Formation of question inversion of the subject and auxiliary verbs, usually with rising intonation, as in "Why I can't play?" for SE "Why can't I play" and "They didn't take it?" for SE "Didn't they take it?" From the two statements above, can be concluded that question inversion is one of BVE features which commonly used by BVE speakers.

### 2.6.1.1.8 Completive *Done*

Brown and Attardo (2000: 132), stated that "*Done* alone also indicates recently completed action". As in *'I done finish my homework yesterday / today'*. When used with other verbs, *done* focuses on the recentness action, become "*I done finish my homework* (today)".

Another example, '*I done finish my homework yesterday'*. This last example should be in Black Vernacular English. "*I finish my homework yesterday*". So *done* too works a little like Standard English *have* because *James done seen the show* means *James has seen the show.*

Moreover Rickford (1999: 6) stated that "The use of 'done' to emphasize the completed nature of an action, as in "He done did it" for SE "He's already done it". This feature is familiar used and found among Black Vernacular English speakers.

### 2.6.1.2 Phonological Features

According to Poole (in Fidyanti 2012: 14) phonology studies sounds in the context of language and other speech varieties. In addition, Deterding & Poedjosoedarmo (1998: 2) stated that phonology is the study of sound systems in particular language.

Another opinion about the definition of phonology comes from Odden (2005: 2) defined phonology concerned with are symbolic sounds – they are cognitive abstractions, which represent but are not the same as physical sounds. In order to make clear, the researcher concluded that phonological features is a feature to identify the sound system of a language that used by the speakers of a language.

### 2.6.1.2.1 G- Dropping

According to Rickford (1999: 4) states that g-dropping, is the realization of final 'ng' as 'n' in gerunds. Mostly, it occurs to the word with two or more syllables like singin', cryin', mornin', and weddin', for Standard English, singing, crying, morning and wedding rather than that with one syllable like sing and king. One of the criteria of BVE is the use of g-dropping in spoken language or in written.

### 2.6.1.2.2 Realization of voiced "th"

According to John Rickford (1999: 4), there are two kind of this feature. First, the realization of voice 'th' as 't' or 'f' in 'tin' for SE 'thin' and

'baf' for SE 'bath'. The second type is realization of voice 'th' as 'd' or 'v' as in 'den' for SE 'then' and 'bruvver' for SE 'brother'. ). This feature is familiar used and found among Black Vernacular English speakers.

### 2.6.1.2.3 Consonant Cluster Reduction

According to Fromkin, Rodman & Hyams, (2007: 424), "A *consonant cluster reduction* rule in Black vernacular English simplifies consonant clusters, particularly at the ends of words and when one of the two consonant is an alveolar (/t/, /d/, /s/, /z/). The application of this rule may delete the past-tense morpheme so that *meant* and *mend* are both pronounced as *men*, and *past* and *passed* (*pass + ed*) may both be pronounced like *pass*. When speakers of this dialect say *I pass the test yesterday,* they are not showing an ignorance of past and present-tense forms of the verbs, but are pronouncing the past tense according to this rule in their grammar.

The deletion rule is optional; it does not always apply, and studies have shown that it is more likely to apply when the final [t] or [d] does not represent the past tense morpheme, as in nouns like *paste* [pes] as opposed to verbs like *chased* [tʃest] where the final past tense [t] will not always be deleted. This has also been observed with final [s] or [z], which will be retained more often by speakers of Black Vernacular English in words like *seats* /sit + s/, where the /s/ represents plural, than in words like *Keats* /kits/, where it is more likely to be deleted to yield the surface from [kit]".

Consonant cluster reduction is not unique to BVE. It exists optionally for
many speakers of other dialects including SE.

### 2.6.1.2.4  Deletion of /r/ and /l/

According to Fromkin, Radford &Hyams, (2007: 424), argued that
"Like several dialects of both British and American English, BVE includes a
rule of *r-deletion* that deletes /r/ everywhere except before a vowel". Pairs of
words like *guard* and *god, nor* and *sore* and *saw, poor* and *Poe, fort* and
*fought,* and *court* and *caught* are pronounced identically in BVE because of
this phonological rule.

In addition, Fromkin, Radford &Hyams, (2007: 424), "There is also an
*l-deletion* rule for the some speakers of BVE, creating identically pronounced
pairs like *toll* and *toe, all* and *awe, help* and *hep*".

### 2.6.1.2.5 Deletion of unstressed syllable
According to Rickford (1999: 5), deletion of unstressed initial and
medial syllables, as in 'fraid' for Standard English 'afraid' and also 'sec't'ry'
for Standard English ' secretary'.

### 2.6.1.2.6 The use of an', 'em, 'im

Mufwene, (In Junaidi, 2011: 21), finds this more similar to English
creole than to other varieties of English, although southern white varieties use

it too. it is usually used after a proper name, to mark associative plurals, as in "Felicia an' 'em" for "Felicia and them".

## 2.7 Previous Studies

There are some studies which had been conducted regarding Black Vernacular English. Previous research on BVE conducted by Elfa Kusuma (2007) focus on linguistic features and the percentage of each features, Junaidi (2011) and Adharini (2005), shows the kind of Black Vernacular English and the Standard English in the novel and songs, Galuh (2011), shows the syntactical, phonological and morphological features of African American Vernacular English and the last, In Ningrum (2014), shows the African American English and slang. Until this study conducted, there is no researcher who tried to combine analysis from the previous study by showing the linguistic features, the standard form and also the percentage on each features.

And also some studies based on journals articles:

1. A study was conducted by Kinzler and DeJesus (2013). The study investigated the development of American children's attitudes about Northern and Southern accented American English. The study showed the fact that five- to six-year-old children in Illinois preferred the Northern-accented speakers as potential friends, yet did not demonstrate knowledge of any stereotypes about the different groups; five to six-year-old children in Tennessee did not

show a preference towards either type of speaker. Nine to ten-year-old children in both Illinois and Tennessee evaluated the Northern-accented individuals as sounding "smarter" and "in charge", and the Southern-accented individuals as sounding "nicer."

2. A study conducted by Snell (2013). The study showed the fact that the use of Teesside dialect (North-east England) Primary school and in Secondary school. In primary school, the pupils allow to use dialect in school whether it is during in class (reading poems and stories which are written in ethnic dialect) and outside class (when the pupils are on the playground or having lunch). But in Secondary school, pupils do not allow to use dialect in their written work.

3. A study conducted by Louw & Wet (2009). The study showed that Native speakers of South Africa's Bantu languages are often optimistic about their ability to determine a person's mother tongue background based on his/her English accent. In the first perceptual experiment, which was conducted using telephone speech, none of the participants were able to recognize the BSAE speakers' accents beyond the chance level of 50/50 Nguni/Sotho. Furthermore, they expected that sentences would be easier to classify than words, but the results showed no significant difference between the listeners' responses to word and sentence

stimuli. Because the telephone data suffered from a number of shortcomings, a second perceptual experiment was conducted using good quality recorded speech, specifically designed to include acoustic cues relevant to different BSAE accents. In this instance the listeners performed slightly better in classifying sentence stimuli than in classifying word stimuli, but, as was the case in experiment 1, the overall results indicate that none of them were consistently able to correctly distinguish the Nguni accent from the Sotho accent.

4. A study conducted by Lemmer (2007). The study showed that The multilingual nature of the cast and the fact that the students experience levels differed also affected the outcome of the accent work in this production. Initially, it was feared that the experience would affect the students' confidence in and attitude towards accent work, especially in the case of second users as comparison was inevitable. Yet, the students' responses suggest that they viewed this as a valuable training experience and that their attitude towards accent work remains positive. It is important to state that the responses were noted in an informal survey. A formal survey that produces more interpretable results could be used in future to gauge such a cast's experiences. A questionnaire that rates the audience's perception

could also be applied within the training context to evaluate the accent coaching process. Such a survey could potentially provide insight into how a multi-lingual audience experiences a play performed in a non-native accent. Second-language speakers' ability to perceive and produce English phonemes should be considered carefully before they attempt an English dialect, in addition to their accent.

From four articles above which data were available and taken from daily conversation in the researcher's society which can be used as data to analysis BVE in spoken data. Hence, the researcher in this study cannot find the society which used BVE in daily conversation, so she decided to take novel as her data since the data were available. Also, the previous researches show the dialect toward children's attitudes, dialect toward class positioning at school, people perception toward dialect, and the dialect which affected the outcome of student in multilingual coaching cast. Thus, in the first time, the researcher wants to investigate the type and impact of BVE which is used by Bigger Thomas. But then, after she gained the data, the researcher only find one point which show the impact, that is, the increasing of segregation.

# CHAPTER 3

In this chapter, the researcher will enlighten the research method which she used in collecting and analyzing the data. This chapter consists of research approach, subject of the study, instrument, data and data source, data collection, and data analysis.

## 3.1 Research Approach

In conducting this study, the researcher applied descriptive research to analyze the data which she has collected. According to Santika (2014: 24) Descriptive approach is taken as the analysis is about discussing, analyzing and finding the linguistic features of BVE. The collected data were utterances. The researcher used this method because she wanted to gain a deep understanding by giving rich description of the Black Vernacular English which is used by Bigger Thomas in Richard Wright's *Native son*.

## 3.2  Subjects of the Study

The subject of this study was Bigger Thomas as the main character. Therefore, the researcher analyzed Bigger Thomas' utterances while having conversation with the other characters. The researcher selected only Bigger Thomas as her subject because he is the main character in the *Native son* novel. From book one, two and three, Bigger Thomas often appear in the

conversation. And because of his emerge in conversation regularly, he automatically often apply Black Vernacular English.

## 3.3  Instrument

Arikunto in Santika (2014: 25) states that instrument as a tool or a means that the researcher used to collect the data. In this study, the instrument is the researcher herself who collected and analyzed the data. In descriptive research, the researcher is the most important instrument for gathering and analyzing the data. The researcher collected and then she analyzed the utterances which were containing Black Vernacular English.

## 3.4  Data and Data Source

In this study, the researcher's data was utterances in conversation in the novel which is done by the main character, Bigger Thomas. The researcher selected the data from the novel entitled "Native Son" which is written by Richard Wright. Native Son was immediate best-seller novel, selling 250,000 hardcover copies within three weeks of its publication by "the Book-of-the-Month Club" on March 1, 1940 (Wikipedia.com). It was one of the earliest successful attempts to explain the racial divide in America in terms of the social conditions imposed on African-Americans by the dominant white society. It also made Wright the wealthiest black writer of his time and established him as a spokesperson for African-American issues, and the "father of Black American literature."

## 3.5 Data Collection

In collecting the data, the researcher took the following procedures. First was reading the novel many times and understanding it well to avoid misunderstanding before doing next step. The second was highlighting words which containing Black Vernacular English in the dialogue which uttered by Bigger Thomas. And in order to make simple, the researcher stated it in numbered.

    a.   The first was reading and understanding the novel.

    b.   Highlights words which containing BVE in the dialogue which uttered by Bigger Thomas.

## 3.6 Data Analysis

In data analysis the researcher applied content analysis as her method. "Content analysis was a method data analysis that identifies data by selecting utterances from a text, which are then classified and group together (Heigham & Croker, 2009, p. 307)". After collecting the data, the researcher has done some steps to analyze the data. First, the writer categorizes the utterances in *Native son* novel produced by Bigger Thomas into syntactical and phonological features. "Category was a process in data analysis by grouping together related codes, either as examples or component of a particular concept, (Heigham & Croker, 2009, p. 307) ". The second step was coding the specific features based on syntactical and phonological features in the form of

table. "Coding was one aspect of data analysis. When the researchers code, they are trying to make sense of the data by systematically looking through it, clustering or grouping together similar data,  (Heigham & Croker, 2009, p. 308) ". Then, the researcher put the data into the table based on the criteria. After that, the researcher counted the frequency of the data into percentage. And then the researcher started to interpret the data and make conclusion.

In summary there were some steps of the data analysis:

a. Categorized the utterances in *Native son* novel produced by Bigger Thomas into syntactical and phonological features.

b. Coding the specific features based on syntactical and phonological features in the form of table.

For example:

- AC: Absence of copula – be

- O's: Omission of –s in third person singular

- Ain't: The use of Ain't

- DN: Double Negation

c. Put the data based on the table.

d. Counted the frequency of the data into percentage.

The formula to count the percentage of each features of BVE

is: $\dfrac{\text{total data of each feature}}{\text{total all data collected}} \times 100$

The use of Ain't is appeared in the novel as many as 61 times
and the total data is 206. So, we can count as follow:

$$\frac{61}{206} \times 100 = 29, 61 \%$$

e. Interpreting the data.

f. Drawing conclusion.

# CHAPTER 4
FINDINGS AND DISCUSSIONS

The focus of this study is to know the linguistic features in Black Vernacular English used by Bigger Thomas in Richard Wright's *Native son* based on syntactical and phonological features. The main purpose of this chapter is to answer the research question which has been presented in Chapter One. In this discussion, the data were taken from the utterances uttered by Bigger Thomas while had conversation with other characters. The writer took the data only the utterances that contain Black Vernacular English.

## 4.1 Findings

After conducting the research concerning in linguistic features especially in syntactical and phonological features of Black Vernacular English in Richard Wright's *Native son* used by Bigger Thomas as the main character, the researcher found that Bigger Thomas uses the syntactical and phonological features, but from eight syntactical features, just six features used by Bigger Thomas. They are, Absence of copula – be, the use of ain't, double negation, generalization of 'is' and 'was', direct question, and completive done. In phonological features, there are six features, but just three features used by Bigger Thomas, they are deletion of 'l' and 'r', deletion of unstressed syllable and the use of an', 'em' and 'im'.

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### 4.1.1 Linguistic Feature

There are many linguistic features which can be used to identify or analysis sentences or utterances. Linguistic feature is a linguistic item which is used to analyze sentence or utterance by its lexical, grammatical, phonological, syntactical or morphological features. Here, the researcher used two linguistic features, they are syntactical and phonological features to analysis the Black Vernacular English which are used by Bigger Thomas in Richard Wright's *Native son*. There are eight features in syntactical, absence of copula –be, omission of –s in third person singular, the use of ain't, double negation, generalization of 'is' and 'was', absence of relative pronoun, direct question and completive done. In phonological features, there are six, g dropping, realization of voiced 'th', consonant cluster simplification, deletion of L or R, deletion of unstressed syllable and the use of 'an, 'im and 'em.

#### 4.1.1.1 Syntactical Features

Syntactical feature is a feature in linguistic to identify the construction of words to sentences from a language that used by its speakers. From eighth syntactical features which are available in Black Vernacular English, only six features are used by Bigger Thomas. They are in absence of copula, the use of ain't, double negation, generalization of 'is' and 'was', direct question, and completive done. In absence of copula – be, Bigger Thomas used each of them just nine times, (4, 36 %). In the use of ain't, Bigger Thomas applied

sixty one times, (29, 61 %). In double negation, Bigger Thomas employed forty three times, (20, 87 %). In Generalization of 'is' and 'was', Bigger Thomas used it only two times and (0, 97 %). In direct question, Bigger Thomas exploited thirty two times, (15, 53 %). And in Completive done, Bigger Thomas operated it five times (2, 42 %).

### 4.1.1.1.1 Absence of Copula – be

According to Trudgill (2000: 54) and Rickford (1999: 6), one of many important characteristics of Black Vernacular English is the deletion of –to be- in the present tense of Standard English. As shown at the table in the apendices, the absence of copula – be is utilized by Bigger Thomas only nine times in the novel (4, 36 %).

For example:

- "You sonofa*bitch*!" (p. 10)

- "What you saying, Gus?" (p. 18)

- "Gal, you crazy!" (p. 104)

It is quite common for Black Vernacular English speakers to omit the verb-be while talking to others. The three sentences above, show us the truth, that most of Black Vernacular English speakers often omit the verb- be. Whereas, in Standard English the sentences above must be:

- "You are son of a bitch!"

- "What are you saying, Gus?" and

- "Girl, you are crazy!"

### 4.1.1.1.2 The use of Ain't

According to Rickford (1999: 8) stated that ain't in Black Vernacular English is used as a general negative indicator. In this case, Bigger Thomas mostly used this characteristic, as many as sixty one data (29, 61 %) data that the writer gets. For example:

- "It's funny how the white folks treat us, **ain't** it?" (p. 20)

- "Naw; it **ain't** like something going to happen to me." (p. 24)

- "We can do it, if you niggers **ain't** scared." (p. 27)

As we know, 'ain't' replaces 'am not', 'is not', 'are not', 'has not',
'have not', and 'did not' in Standard English. In the first sentence, the word 'ain't it' replaces 'isn't it' in Standard English in the form of question taq or taq question. While in the second sentence, the word 'ain't', replaces to be 'is not'. And, the third sentence, the word 'ain't', replaces auxiliary 'do not'. So we should change the sentences above in Standard English:

- "It's funny how the white folks treat us, isn't it?"

- "Now; it is not like something going to happen to me."

- "We can do it, if you niggers do not scare."

### 4.1.1.1.3 Double Negation

According to Trudgill (2000: 57), "In Black Vernacular English, if a sentence has a negative indefinite like *nobody, nothing,* then the negative auxiliary (*doesn't, can't*) can be placed at the beginning of the sentence. Rickford (1999: 8) stated "Multiple negation or negative concord is negating the auxiliary verb and all indefinite pronouns in the sentence. In Richard Wright's *Native son*, Bigger Thomas used double negation as many as forty three times, (20, 87 %). For instance:

- **"Don't** tell 'em **nothing,"** (p. 15)

- "They **don't** let us do **nothing.**" (p. 22)

- "I **ain't** having **nothing** to do with that gang **no more,**" (p. 100)

The bold words above indicate the use of double negation used by Bigger Thomas while having conversation with other characters. And it often happened in Black Vernacular English speaker. Actually, in the first, second and the third sentences, it is allowed to make them become Standard English by replacing **nothing** becomes **anything.** And in the third sentence, the word **no more,** must be omitted and replaced with **anymore.** The three sentences

above are in syntactical features in Black Vernacular English which the Standard English become:

- "Do not tell them anything,"

- "They do not let us do anything."

- "I am not having anything to do with that gang anymore".

### 4.1.1.1.4 Generalization of "is" and "was"

Generalization of "is" and "was as Rickford (1999: 7) mentioned that Generalization of 'is' and 'was' use with plural and second person subjects. This feature also happened in Bigger Thomas utterance in Richard Wright's *Native son* which the writer found. Bigger Thomas used this feature only twice (0, 97 %). they are:

- **"You** niggers **is** crazy" (p. 26)

- "Well, I don't know, suh. **They was** drinking…" (p. 144)

In Black Vernacular English, we often find utterances in the form of generalizing to be 'is' matched with plural subject, and single subject with to be 'are' for example. From the two sentences above, it can be seen that the two sentences use the 'to be' forms inappropriate tense so that the sentences become nonstandard. To form them in a good Standard English, they must be:

- "You are crazy niggers" and

- "Well, I do not know, sir. They were drinking…"

### 4.1.1.1.5 Question Inversion

According to Trudgill (2000: 57) "Rules for question inversion in indirect questions in BVE differ from those in Standard English". In addition, Rickford (1999: 8) argued that "Formation of question inversion of the subject and auxiliary verbs, usually with rising intonation.

Direct question or question inversion also happened in Bigger Thomas utterance in Richard Wright's *Native son* which the researcher found. Bigger Thomas used this feature as many as thirty two times (15, 53 %). The writer will give some example below:

- "What I do now" (p. 11)

- "How many times you want to ask me?" (p. 14)

- "You want me to do anything now?" (p. 117)

The researcher found in the novel that Black Vernacular English speaker, omit 'to be' or 'auxiliary'. As cases in the first and second sentences above, the form of the interrogative sentences is omitting the auxiliary 'do' in the form of simple present. Whereas the right form in the Standard English is:

- "What **should** I do now?" and

- "How many times **do** you want to ask me?"

In the first sentence, 'do' which is in bold writing, as auxiliary, and the second 'do' is the verb of the sentence. In the second sentence, the sentence, only miss the auxiliary 'do'. Whereas in the third sentence, the Black English speaker omits the auxiliary 'do' in the first sentence. Whereas in Standard English, the sentence should be:

- "**Do** you want me to do anything, now?"

Similar to the first sentence above, the bold 'do' is as an auxiliary, and the second 'do' is as a verb.

### 4.1.1.1.6 Completive "done"

Brown and Attardo (2000: 132), stated that "*Done* alone also indicates recently completed action". Moreover Rickford (1999: 6) stated that "The use of 'done' to emphasize the completed nature of an action.

The use of completive 'done' also happened in Bigger Thomas utterances in Richard Wright's *Native son* which the researcher found. Bigger Thomas used this features as many as five times (2, 42 %). The researcher gave some example below:

- "Aw, Vera. Ask Ma. I **done** told her everything." (p. 98)

- "Yessuh. I'm telling the truth. I just started to work here last night. I *ain't done*

*nothing*. I did just what they told me to do."

(p. 153)

- "You **done** helped me to steal enough from the folks you worked for to put you in jail already." (p. 165)

In the first and the third sentences, the form of the sentences is same. They are positive sentence, and inside of 'present perfect tense' which the form in Standard English is: 'S + HAS/HAVE + V3 + O', but in Black Vernacular English, it becomes 'S + DONE + V3 + O'. Thus, the first and the third sentences should become:

- "Oh, Vera. Ask Ma. I **have** told her everything."

- "You **have** helped me to steal enough from the folks you worked for to put you in jail

already."

The second sentence is the most unique one, There are three cases in this sentence, they are the use of ain't, double negation and completive done. If we want to make it in the Standard English form, it will be:

- "Yes, sir. I am telling the truth. I just started to work here last night. I *have not done anything*. I did just what they told me to do.

### 4.1.1.2 Phonological Features

Phonological features is a feature to identify the sound system of a language that used by the speakers of a language. Within the phonological features, from the sixth features which are available, only three features which is used by Bigger Thomas in Richard Wright's *Native son*. They are deletion of L or R, deletion of unstressed syllable and the use of an', 'em and 'im. In deletion of L or R, Bigger Thomas used it as many as four times (1, 94 %). And in deletion of unstressed syllable, Bigger Thomas used it as many as fourteen times (6, 79 %). Whereas in the use of an', 'em and 'im, Bigger Thomas used it as many as thirty six times (17, 47 %), While three features which are not used by Bigger Thomas at all are; G dropping, Realization of voiced 'th', and consonant cluster simplification, which same as 0 %.

### 4.1.1.2.1 Deletion of L or R

According to Fromkin, Radford &Hyams, (2007: 424), argued BVE includes a rule of *r-deletion* that deletes /r/ everywhere except before a vowel". In addition, "There is also an *l-deletion* rule for the some speakers of BVE, creating identically pronounced pairs like *toll* and *toe, all* and *awe, help* and *hep*".

Deletion of L and R also occurred in Bigger Thomas utterances in Richard Wright's *Native son* which the researcher found. Bigger Thomas used

this feature as many as four times (1, 94 %). The writer will give some example below:

- **"Awright,"** (p. 7)

- **"Gal,** you crazy!" (p. 104)

- "The **gal's** gone, see? They don't know where she is? don't nobody know. But they might think somebody did if they was told, see?" (p. 136)

- "Soon, as they begin to worry about the **gal.**" (p. 139)

In the first utterance, Bigger Thomas exactly want to say "All right", but as a characteristic of Black Vernacular English, he deletes voice 'L' and replaces it with 'W', which must be in:

- "All right,"

In the second sentence contains two cases, they are absence of copula – be and deletion of "R". So, in Standard English, the sentence must be:

- **"Girl,** you **are** crazy!"

While in the third sentence, there are three cases happened. They are, deletion of "R" and changes "I" becomes "A" in word "gal's", double negation in "don't nobody know" and generalization of 'was' in "they was told". If we want to change it into a good Standard English, so, it must be:

- "The **girl has** gone, see? They do not know where she is? Nobody knows. But they might think somebody did if they were told, see?"

In the last sentence, same as the second and the third sentence, the last sentence here, deletes "R" and changes "I" becomes "A" in word "gal". So, the Standard form of English is:

- "Soon, as they begin to worry about the **girl**."

### 4.1.1.2.2 Deletion of Unstressed Syllable

According to Rickford (1999: 5), deletion of unstressed initial and medial syllables, as in 'fraid' for Standard English 'afraid' and also 'sec't'ry' for Standard English ' secretary'. Deletion of Unstressed Syllable also happened in Bigger Thomas utterance in Richard Wright's *Native son* which the researcher found. Bigger Thomas used this features as many as fourteen times (6, 79 %). The writer will give some example below:

- "How come? You scared **'cause** he's a white man?" (p. 26)
- "Suh, **'Bout** what?" (p. 52)
- "And get it, too. You see, we cash in, **'cause** nobody else trying to." (p. 136).

The first and the third sentence, have the same cases, they are in word "'cause", which should be **because**. Whereas in the second sentence, the word "'bout", should be **about**. So, if we try to transform the three sentences above become a good Standard English, must be:

- "How come? Do you scare **because** he is a white man?"

- "Sir, **about** what?" and

- "And get it, too. You see, we cash in, **because** nobody else trying to."

### 4.1.1.2.3 The Use of an', 'em and 'im

Mufwene, ( In Junaidi 2011: 21), finds this more similar to English creole than to other varieties of English, although southern white varieties use it too. it is usually used after a proper name, to mark associative plurals, as in "Felicia an' 'em" for "Felicia and them".

The use of an', 'em and 'im also occurred in Bigger Thomas utterance in Richard Wright's *Native son* which the researcher found. Bigger Thomas used this feature as many as thirty six times (17, 47 %). The writer will give some example below:

- "I got **'im**, By God, I got **'im**" (p. 10)

- "Don't tell **'em** nothing," (p. 15)

- "Every time I think of **'em**, I feel **'em**," (p. 24)

- "I heard about **'em**." (p. 75)

- "Yeah. I was driving **'em** last night." (p. 100)

In the second until the fifth sentence, Bigger Thomas used "'em" to replace "them". Also in the second sentence, consists of double negation feature, which should be "Do not tell them anything," while in the first sentence, he used "'im" to replace "him". So, if revolutionize the five sentences above become good Standard English should be:

- "I got **him**, By God, I got **him**"

- "Do not tell **them** anything,"

- "Every time I think of **them**, I feel **them**,"

- "I heard about **them**."

- "Yeah. I was driving **them** last night."

## 4.2 Discussions

English is one of the languages which are used by many people in the world. In reality, there are many people coming from different background use English as their daily communication language. As the result, the variation of English appears. People who were coming to America, have different way in speaking English if they are compared to British English,

Australian English, or Black English. When Black people speak English, it is called as Black Vernacular English.

Black Vernacular English is one of variety in English language which is used by African Americans (even not all) and has its own characteristics which are different with other variety. It is one of many English varieties that still exist. The speakers of this languages are also still many, they spread trough all over America.

In this section, the researcher discussed the finding of data analysis. After analyzing the data in the novel, the researcher found that racial backdrop can be one of someone's motives to use different language. As Bigger Thomas did in this novel, a twenty year-old man who works as a driver to Dalton's family who get a terrible trouble because he killed Miss Dalton which becomes a long story in the novel. As one of Black American character, his utterances may use a lot of Black Vernacular English. There are two linguistic features that is used by the researcher to analyze this novel in order to find the Black Vernacular English used by Bigger Thomas, they are syntactical and phonological features, such as "Gal, you crazy!" , "I ain't looking at her, ma" and "don't tell nobody". Which the Standard English is "Girl, you are crazy!", "I did not look at her, ma" and "Do not tell to anybody".

Yet, not all of the Black Vernacular English features are appeared in *Native son*. There are several types of Black Vernacular English features that

are not discover in the novel. In syntactical features, from eight types, only two which is not found in the novel, they are omission of –s in the third person singular and absence of relative pronoun. However in Phonological features, from six types, only three which are not appear in the novel. They are realization of voiced "th", Consonant cluster simplification and deletion of L or R.

Moreover, Previous research on BVE conducted by Elfa Kusuma (2007) focus on linguistic features and the percentage of each features, Junaidi (2011) and Adharini (2005), shows the kind of Black Vernacular English and the Standard English, Galuh (2011), shows the syntactical, phonological and morphological features of African American Vernacular English and the last, In Ningrum (2014), shows the African American English and slang. Until this study conducted, there is no researcher who tried to combine analysis from the previous study by showing the linguistic features, the standard form and also the percentage on each features.

And also, some study conducted by Kinzler and DeJesus (2013). They did research entitled "Northern = smart and Southern = nice: The development of accent attitudes in the United States", A study conducted by Snell (2013) on Language and Educational Journal. She did research entitled "Dialect, interaction and class positioning at school: from deficit to difference to repertoire", also A study conducted by Louw & Wet (2009). They did a research entitled "The perception and identification of accent in spoken Black

South African English" on journal of Southern African Linguistics and

Applied Language Studies, and the last, A study conducted by Lemmer

(2007). She conducted a research entitled "Peer Reviewed Article

Accent/Dialect Coaching for a Multilingual Student Cast—A Case Study" on

Voice and Speech Review journal article. All the four studies above done in

field or we usually called it study case.

From four articles above which data were available and taken from

daily conversation in the researcher's society which can be used as data to

analysis BVE in spoken data. Hence, the researcher in this study cannot find

the society which used BVE in daily conversation, so she decided to take

novel as her data since the data were available. Also, the previous researches

show the dialect toward children's attitudes, dialect toward class positioning

at school, people perception toward dialect, and the dialect which affected the

outcome of student in multilingual coaching cast.  Thus, in the first time, the

researcher wants to investigate the type and impact of BVE which is used by

Bigger Thomas. But then, after she gained the data, the researcher only find

one point which show the impact, that is, the increasing of segregation.

In addition, the researcher wants to give another view about this

study. Black Vernacular English is one of variety in English language which

usually used by black people (even not all of them use it). The researcher, and

other people who learn English not as their first language will sometimes

cannot directly understand when they face to Black Vernacular English in written or spoken.

Therefore, when we as a second English learner who habitually speak English in Standard English, we must respect the people who speak English in other variety, such as Black Vernacular English because BVE also one of variety in English Language which give us a new knowledge in learning English.

A language variety appeared because of some factors such as the differentiation of tongue, background and also skin color. This based on Quran surah Ar-Ruum ayah 22:

$$\text{وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَءَايَـٰتٍ لِّلْعَـٰلِمِينَ ﴿٢٢﴾}$$

The surah says: And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge. The surah means that we all as human being created by God with the diversities of our language and our skin color. The differentiation of language appeared because different tongue which created a new variety of a language.

Yet, as educated people, we must be able to be a good example to other people. As Pramoedya Ananta Toer (2005) said "Seorang terpelajar harus juga belajar berlaku adil sudah sejak dalam pikiran, apalagi dalam

perbuatan. Itulah memang arti terpelajar, (p.77)". The researcher interpreted

as an educational person, we must be able to be fair in doing things since in

our mind because our deed can be presented in our behavior. Our speech, for

instance, indirectly shows who we are, and our background. Hence, we must

be careful with our speech.

As a Muslim, the researcher wants to give Islamic point of view in

respect and not to be arrogant other people who use or speak Black

Vernacular English as their language. The messages of being respect and not

arrogant is also delivered in the al-Qur'an Surah Al-Luqman ayah 18-19:

$$ وَلَا تُصَعِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّ اللَّهَ لَا يُحِبُّ كُلَّ $$

$$ مُخْتَالٍ فَخُورٍ (١٨) وَاقْصِدْ فِي مَشْيِكَ وَاغْضُضْ مِنْ صَوْتِكَ إِنَّ أَنْكَرَ الْأَصْوَاتِ $$

$$ لَصَوْتُ الْحَمِيرِ (١٩) $$

The surah says "And do not turn your cheek [in contempt] toward

people and do not walk through the earth exultantly. Indeed, Allah does not

like everyone self-deluded and boastful. And be moderate in your pace and

lower your voice; indeed, the most disagreeable of sounds is the voice of

donkeys." The researcher suggests that we are as mere human, must be always

behave humble. Being humble and respect other people can be demonstrated

in the way we speak and in our behavior.

Moreover, for the further studies, researcher suggested that Black Vernacular English can be analyzed in talks show programs, public speech, language acquisition on African American descendants and so on. Also for the speakers of Black Vernacular English, nevertheless BVE is one of varieties which enrich English languages yet, the speakers must be able to use Standard English. The last, for the government should has a movement to increase the user of Standard language without decompress the language varieties.

# CHAPTER 5

## CONCLUSION

After analyzing the research findings, the researcher wants to give conclusion about the linguistic features of Black Vernacular English used by Bigger Thomas in Richard Wright's *Native son*.

The researcher concluded that some of the linguistic features of Black Vernacular English may used by Bigger Thomas. In syntactical features, from eight types, only two which is not found in the novel, they are omission of –s in the third person singular and absence of relative pronoun. And the syntactical features that used by Bigger Thomas are; Absence of copula- be is 4, 36 %, The use of ain't is 29, 61 %, Double negation is 20, 87 %, Generalization of 'is' and 'was' is 0, 97 %, Direct question is 15, 53 %, and Completive done is 2, 42 %.

However in Phonological features, from six types, only three which are not appear in the novel. They are realization of voiced "th", Consonant cluster simplification and g dropping. The phonological features that used by Bigger Thomas are; Deletion of L or R is 1, 94 %, Deletion of unstressed syllable is 6, 79 % , and The use of an', 'em, 'im is 17, 47 %.

Furthermore, Black Vernacular English is usually used by black people, lower class, or uneducated people. This is also happened to Bigger Thomas as black people, has a lower position in social and education. He used

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Black Vernacular English as his habit while have a conversation. For example, "Gal, you crazy!", "I ain't looking at her, ma" and "don't tell nobody". Which the Standard English is "Girl, you are crazy!", "I did not look at her, ma" and "Do not tell to anybody".

Based on Backdrop of Bigger Thomas who lived in Black community, he used Black Vernacular English as his habit while have conversation with other characters, even when he had conversation with white people. This shows us that Bigger Thomas has a high loyalty toward his ethnic, and also because his education ended in junior high school, so he is not able to communicate with other characters using Standard English.

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