

3. METHODOLOGY

3.1 Approach to the Study

The writer uses quantitative approach in her research. It means that this research is related to number in order to find out the production of nonstandard varieties (AAVE and working class) produced by Walter, a black character in Hansberry's "A Raisin in the Sun," and Stanley, a white main character in William's "A Streetcar Named Desire." In addition, the quantitative approach is used to calculate the number of use and the percentage of each type of linguistic items in both of the nonstandard varieties (AAVE and working class) produced by both of the characters, Walter and Stanley. Thus, the writer uses number and percentage in finding out the types of linguistic items of both nonstandard varieties produced by the characters above. Moreover, the writer uses number and percentage to help her in analyzing her data and interpreting her research. So, the writer will not stop only in finding number of frequencies, but also she is going to make interpretation about the findings.

3.2 Method of Data Collection

3.2.1 Source of Data

In this research, the writer uses utterances produced by Walter, a black main character in Hansberry's "A Raisin in the Sun," and Stanley, a white main character in William's "A Streetcar Named Desire," as the natural setting and source of the data. Both of the dramas are well-known dramas, which are written by the playwright based on their life experiences, or autobiographical dramas. Moreover, both of the dramas consist of scripts, which will make the process of identifying nonstandard varieties (AAVE and working class) linguistic items become easier. The writer took Walter's utterances when he spoke to his wife, Ruth, and his mother, Lena. Thus, the writer will also do the same thing to Stanley, when he spoke to his wife, Stella, and his wife's sister, Blanche. Moreover, the writer also took AAVE's types of linguistic items and working class' types of linguistic items as the source of the data. The writer is interested in discussing the nonstandard working class variety and African American

Vernacular English (AAVE) variety because of some reasons. First of all, the speakers of African American Vernacular English (AAVE) are not only black people, but the speakers of AAVE are mostly black people who are poor and uneducated (Brown & Attardo, 2000). Secondly, the main problem among many linguists is that the grammatical features of African American Vernacular English (AAVE) is different from the Standard English, so that white American people consider it as a big enemy for them in teaching Standard English in America (McLucas, 2003). Moreover, the grammatical features of working class variety also different from Standard English. At last, uneducated working people who are poor also commonly use working class variety, and it is believed to be the nonstandard variety commonly used by working class people.

3.2.2 Procedure of the Data Collection

In order to be able to collect the data, the writer followed some procedure of the data collection. First of all, the writer read Hansberry's *A Raisin in the Sun*, and William's *A Streetcar Named Desire* thoroughly. Secondly, the writer chose one character in each drama that has more role play than the other characters. Thus, the writer decided to choose Walter, a black main character in *A Raisin in the Sun*, and Stanley, a white main character in *A Streetcar Named Desire*. Thirdly, the writer noticed the dialogues happened between Walter and his wife, Ruth, and his mother, Lena. The writer also noticed the dialogues between Stanley and his wife, Stella, and his wife's sister, Blanche. Those addressees are chosen because they have a close family relationship with the characters, Walter and Stanley. Fourthly, the writer classified each dialogues based on Trudgill's AAVE and Guth's types of working class linguistic items.

3.2.3 Classification of the Data

For this analysis, the writer will employ classification of linguistic data by the main theories, Trudgill's AAVE linguistic items, and Guth's working class linguistic items. In this matter, Trudgill classifies AAVE variety into seven types of linguistic items, and Guth classifies working class variety in nine linguistic items, as follows:

A. Trudgill's AAVE linguistic items:

1. absence of copula "to be" in present forms
2. absence of third person singular "s" in present forms
3. invariant "be"
4. aspectual system
5. AAVE question inversion
6. negative inversion
7. existential "it"

B. Guth's working class linguistic items:

1. nonstandard verb forms
2. nonstandard pronoun forms
3. nonstandard connectives
4. double negation
5. use of ain't
6. reversal of subject and verb (or first auxiliary) I used in Standard English for question; used in non standard also for statement patterns
7. reversal of subject and verb (or first auxiliary) II extended in non standard to indirect as well as direct question
8. duplicated subject
9. existential it and they

Table sample of the data collection

CHARACTERS					
WALTER (BLACK)					
NONSTANDARD VARIETIES					
WORKING CLASS			AAVE		
No	Linguistic Items	Number of Use	No	Linguistic Items	Number of Use
1	Double Negation		1	Copula “to be”	
2	Ain’t		2	Third person singular “s”	
3	Verb forms		3	Invariant “be”	
4	Pronoun forms		4	Aspectual system	
5	Duplicated subject		5	Negativized inversion	
6	Reversal of subject and verb I		6	AAVE question inversion	
7	Reversal of subject and verb II		7	Existential “it”	
8	Connective				
9	Existential “it” and “they”				
Total			Total		

Legend for AAVE linguistic items:

Ctb = Absence of copula “to be” in present forms

T = Absence of third person singular in present forms

I = Invariant “be”

E = Existential “it”

AS = Aspectual system

Q = AAVE question inversion

N = Negative inversion

Legend for working class linguistic items:

V = verb forms	R1 = reversal of subject and verb I
P = pronoun forms	R2 = reversal of subject and verb II
C = connectives	DS = duplicated subject
DN= double negation	E = existential “it” and “they”
A = use of ain’t	

3.3 Method of Data Analysis

To enable her in solving the problem of her study that is to find out the production of nonstandard variety (AAVE and working class) produced by Walter, a black main character in Hansberry’s “A Raisin in the Sun,” and Stanley, a white main character in William’s “A Streetcar Name Desire,” the writer has proposed three questions in the previous chapter as follows:

1. Which character, Walter or Stanley, produces more nonstandard types of linguistic items in both varieties (AAVE and working class)?
- 2a. Which nonstandard variety, working class or AAVE, does Walter prefer using?
- b. Which nonstandard variety, working class or AAVE, does Stanley prefer using?
- 3a. Which types of linguistic items does Walter frequently use in both nonstandard varieties?
- b. Which types of linguistic items does Stanley frequently use in both nonstandard varieties?

In order to be able to answer those three questions above, the writer will follow some steps involves as follows:

The first step, the writer will collect dialogues between Walter and his wife, Ruth. (See appendix 1). Then, the writer will continue in collecting dialogues between Walter and his mama, Lena. (See appendix 2).

The second step, the writer will collect dialogues between Stanley and his wife, Stella. (See appendix 3) Thus, she will also collect dialogues between Stanley an his wife’s sister, Lena. (See appendix 4)

The third step, the writer identified and collected both Walter's and Stanley's nonstandard varieties' linguistic items (AAVE and working class). After identifying the types, she classified the types and put them accordingly based on Trudgill's AAVE linguistic items and Guth's working class linguistic items (See appendix 5, 6, 7, and 8). In classifying the data the writer followed the general principles for Walter and Stanley as follows:

A. AAVE linguistic items

Absence of copula “to be” in the present forms

The conjugated be verb (copula), such as: is, are, am, 're, 's, and etc do not often included in AAVE sentences. If in a sentence of present tense, the writer found that it does not have copula “to be”, so it can be considered as absence of copula “to be” in present forms.

Absence of third person singular “s” in present forms

The agreement between the subject and predicate in present tense do not occur in AAVE frequently. If the subject is third person singular (he, she, it, or the name of a person, thing or object) an –s appears at the end of a regular verb, but AAVE rarely marked in this way. So, if the writer notices it in the process of identifying, she will classify it as absence of third person singular “s” in present forms.

Invariant “be”

Invariant “be” usually used to indicate a habitual aspect, and it is only used to refer to some event that is repeated and is not continuous in AAVE variety. That AAVE variety about invariant “be” is impossible to be found in Standard English, therefore if the writer found the invariant “be” used in both of the characters (Walter and Stanley) dialogues, it will be classified as invariant “be.”

Aspectual system

The aspectual system of AAVE differs from that of Standard English. AAVE and Standard English have in common a present perfect verb form, *I have*

talked, and past perfect form, *I had talked*. Besides those similarities, AAVE has two further forms, such as: *I done talked*, which has been called completive aspect: indicating that the action is completed; and *I been talked*, as the remote aspect, indicating an event that occurred in the remote past. If those patterns occurred, then the writer will classify them as AAVE aspectual system.

AAVE question inversion

Rules for AAVE question inversion in indirect questions differ from those in Standard English, such as: *I asked Mary where did she go and I want to know did he come last night*. Thus, those nonstandard AAVE indirect questions will be classified as AAVE question inversion.

Existential it

If the writer finds *It* occurs where the Standard English has *there*; then it will be categorized in this section, for example: *it's no one there*.

Negativized auxiliary preposition / negative inversion

In AAVE, if a sentence has a negative indefinite like *nobody*, *nothing*, and *etc*, then the negative auxiliary (*doesn't*, *don't*) can be placed at the beginning of the sentence in front of the subject (*nobody*), for instance: *Don't nobody bother you*. That pattern is absolutely rare to be found in English, so the writer will classify that nonstandard patterns found in the characters' dialogues as negative inversion.

B. Working class linguistic items

Verb Forms

There are many kinds of nonstandard verb forms, for examples: *he don't*, *you says*, *I done*, *you've broke*, *they was*, and *etc*. So, if the writer find these features the writer will classify them as the nonstandard verb forms.

Pronoun forms

The use of words, such as: *them guys*, *me and Lennie*, *him and I*, *this here world*, *etc* will be categorized as the nonstandard pronoun forms.

Connectives

If there are standard conjunctions used in different way, such as: *on account of he was sick, being as couldn't come, etc*, the writer will classify it as nonstandard conjunctions.

Double negations

Double negations are the nonstandard negative forms. If there are some negative forms, such as: *isn't no, wasn't nobody, don't never, don't nothing, etc*. The writer will consider them as double negations.

Ain't

Ain't is the nonstandard form of am not, are not, is not, has not, and have not. Thus, if the use of ain't appears, the writer will classify them as part of this section.

Reversal of subject and verb I

This feature is used in Standard English for question, but used in nonstandard also for statement patterns, for examples: *Ain't gonna boss me around, didn't nobody hear him*.

Reversal of subject and verb II

The subject and verb (first auxiliary) is reversed and extended to indirect as well as direct questions, for examples: *Ask him can he come, I don't know can Robert play*.

Duplicated Subject

If there are two subjects in one sentence, such as: *my mother she, that guy Charlie, etc*, it is classified in this section.

Existential it and they

If the writer finds it or they occurs where the Standard English has there; then it will be categorized in this section, for examples: *it's no one there, they's no difference.*

The fourth step, the writer looked into both character's (Walter's and Stanley's) nonstandard varieties (AAVE and working class). In order to calculate their percentage of the total number of each nonstandard variety (AAVE and working class), the writer provided each character's total number of linguistic items from both nonstandard varieties in appendix (see appendix 9, 10, 11 and 12). Thus, the writer presented Walter's and Stanley's nonstandard varieties (AAVE and working class) in Table 1 presenting their total number of use from each of the nonstandard varieties (AAVE and working class) in descending order of number of use and percentage. Then, in order to be able to count the percentage, the writer divided each character's total number from each nonstandard variety with total number of sentences uttered by each character with their chosen addressees, and then multiply it with one hundred percent, for example:

$$\text{Percentage (Walter's AAVE variety)} = \frac{\text{Total number of AAVE linguistic items}}{\text{Total number of sentences}} \times 100\%$$

From those counting, the writer would be able to know which characters produce more nonstandard varieties (AAVE and working class).

The fifth step, the writer presented Walter's linguistic items in both nonstandard varieties (AAVE and working class) in Table 2 which presented number of use and percentage of each type's linguistic items in descending orders. Before presenting Table 2, the writer presented Walter's linguistic items of nonstandard varieties (AAVE and working class) in separate table in the appendix (see Appendix 9 and 10). In order to calculate each percentage of each type of the linguistic items from both nonstandard varieties, the writers divided number of

use of each type's linguistic items with total number of sentences uttered by Walter with the chosen addressees, and multiply it with one hundred percent.

$$\text{Percentage (Each character's types of linguistic items)} = \frac{\text{Type of linguistic items' number of use}}{\text{Total number of sentences}} \times 100\%$$

Moreover, the writer also included some examples from each type's linguistic items from both nonstandard varieties (AAVE and working class), which can help her in knowing types of linguistic items from nonstandard varieties used by Walter.

The sixth step, the writer continued to present Stanley's linguistic items in both of the nonstandard varieties (AAVE and working class) in table 3 which presented number of use and percentage of each type's linguistic items in descending orders. Before presenting table 3, the writer presented Stanley's linguistic items of nonstandard varieties (AAVE and working class) in two different tables in the appendix (see appendix 11 and 12). In order to count each percentage of each type's linguistic items from both nonstandard varieties, the writers divided number of use of each type's linguistic items with total number of sentences uttered by Stanley with the chosen addressees, and multiply it with one hundred percent.

$$\text{Percentage (Each character's types of linguistic items)} = \frac{\text{Type of linguistic items' number of use}}{\text{Total number of sentences}} \times 100\%$$

Then, the writer also provided some examples from each type's linguistic items from both of the nonstandard varieties, AAVE and working class, so that she know types of linguistic items from those nonstandard varieties used by Stanley.