THE SYNTACTIC DIFFERENCES BETWEEN STANDARD AMERICAN ENGLISH AND AFRICAN-AMERICAN ENGLISH IN REMEMBER THE TITANS FILM

A Thesis

Submitted to Faculty Adab and Humanities in Partial Fulfilment of the Requirement for Bachelor Degree (S1)

Rt. Ana Najihatul Mamduhah
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ABSTRACT

This research aims to analyze the syntactic differences between Standard American English and African-American English in Remember the Titans film. The important purpose of this research is to know the syntactic characteristic of English in America which are found in some sentences of the film. There are two kinds of English in America: Standard American English (SAE) and African-American English (AAE). Grammatical rules in Standard American English and African-American English theory and syntax theory by Noam Chomsky are used in this research to decide the syntactic differences found in “Remember the Titans” film. Grammatical rules in Standard American English are article, negation, marker s, and verbs am, is and are. And grammatical rules in African-American English are article, marker s, predication and copula, tenses, negation, habitual be, double subjects, double modals, and questions. In this research, there are 34 sentences found in the film as the data that contain of syntactic characteristics in Standard American English and African-American English categorized into five features, marker s, predication, copula, tenses and negation. The most frequently used is negation which is found in 18 sentences.

Keywords: Syntactic characteristic, Grammatical rules, Negation, Predication, Copula.
APPROVAL

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Approved by:

Abdurroosyid, S.S., M.EIL.

(Day/ Date: Friday 21 July 2017 )

ENGLISH LETTERS DEPARTMENT

FACULTY OF ADAB AND HUMANITIES

STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH

JAKARTA

2017
LEGALIZATION

Name : Rt. Ana Najihatul Mamduhah

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The thesis entitled above has been defended before the Letters and Humanities Faculty's Examination Committee on August 30th, 2017. It has already been accepted as a partial fulfillment of the requirements for the degree of strata one.

Jakarta, August 30th, 2017

Examination Committee

<table>
<thead>
<tr>
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<th>Signature</th>
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<tr>
<td>1</td>
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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, July 29th 2017

Rt. Ana Najihatul Mamduhah
ACKNOWLEDGEMENT

Bismillahirrahmanirrohim

In the name of Allah, the Most Gracious, the Most Merciful

All praises be to Allah, the Lord of the world, the creator of everything, who has given knowledge, healthiness, and ease to me in accomplishing this thesis. Peace and salutation be upon to our beloved prophet Muhammad Sallallahu ‘Alaihi Wasallam who has changed the world from ignorance to cleverness.

I would like to express the deepest love to my parents who always give their love until this time and always pray for their daughter success. They are the biggest motivator in my life that I can finish my final task of this study. Thanks to all my family, my brothers and my sisters who always support and give my advices to be a good and smart girl until I can complete this thesis.

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2. Drs. Saefudin, M.Pd as the Head of English Letters Department.
3. Elve Oktafiyani, M.Hum, as the Secretary of English Letters Department.
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Ciputat, July 2017

Rt. Ana Najihatul Mamduhah
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CHAPTER I

INTRODUCTION

A. Research Background

English is a global language that is used by almost every country in this world. Wherever people have a travel, they see English sign and advertisement, and whenever they enter a restaurant in a foreign city, they will get a menu in English. Some people in other countries may not want to use English in the same way as the others do, and change it to suit themselves (Crystal 2). It is a natural thing if there are many differences in using English between people of one country with another country. Such as America, UK or Australia, they have different way in using English as their language, even in one country like America has different English between standard America which is used by native America (Standard American English) and English which is used by African-American (African-American English).

Standard English is a language that is used as the official language in school or in business place. Standard English also can be called as a “government language”, and it usually can be found in newspaper, magazine and in every books that we read (Mufwene 289). Because of standard English as an official English of the country, so it has a certain rules in order to the language which is produced orally and in writing will be a good language.
Whereas, African-American English is usually used by black people who stayed in America. African-American language has a little different with Standard English. They have their own grammatical system in using their English. For example the sentence “Didn’t nobody see him” which should be in Standard English “Nobody saw him” (Mufwene 291). Standard English does not allow the using of double negative in one sentence, but in African-American English that kind of sentence was uttered as usual in daily life.

According to the difference of using English in America, this research will use syntax theory to analyze the differences grammatical rules found in the *Remember the Titans* movie. This analysis has the purpose that viewer of the movie will know the difference of English which is used by American and African-American. Knowing the difference of English use is very influential in the meaning of a word or sentence which was uttered, and also will give the influence into viewers understanding.

*Remember the Titans* is a film that was released on 2000, 29th September. This film can bring viewer to the past time where is the racism in America still attached, it is on 1971. The film directed by Boaz Yakin tells about T.C. Williams high school in Alexandria, Virginia, it is the mixture of black people and white people school. This American sports film is based on the true story of African-American coach, Herman Boone. And this film explores the civil topics, such as racism and discrimination.

Look at this film which is played by different race, this film will be analyzed as a data of this research. Because in a film, it can be found the conversation
between the players, either between white people, between black people or between white people and black people. So, this analysis will be done look at to the structure of the language use. All sentences of the film will be examined using syntax theory and grammatical rules of language that they use in their conversation.

This research is expected to give the benefits for the community at large and in particular for the movie lovers, especially for American or African-American film. As a result, they can more understand the meaning in a film after they know the difference of using English by American and African-American. Hopefully this research can give the knowledge about the structure of a word in a sentence.

B. Research Focus

This research analyzes the syntactic differences in using English in the Remember the Titans movie. There is a difference in using English in America between American native and the African who stayed in America. The difference of this English is in a various characteristics, they are phonological characteristics, morphological characteristics, syntactical characteristics, semantic and pragmatic characteristics.

This research focuses only on syntactical level. Syntax is the one of linguistics study that examine the structure of clause, phrase, sentence and discourse. There are some analysis which examine the difference of using English from many of study that explain in syntax, they are analysis of the possessive, noun plural and subject-verb agreement markers, predication and the copula, time reference and negation. These analysis are marked of the differences in using English in America.
C. Research Questions

Based on the research background above, the issues to be examined in this research are:

1. What are the syntactic differences found in the dialogue between African-American and American people in the *Remember the Titans* film?
2. How are the deep structures realized in surface structures in *Remember the Titans* film using Chomsky’s theory?

D. Research Objectives

This research has the objectives as follows:

1. To determine the syntactic differences found in the dialogue between African-American and American people in the *Remember the Titans* film.
2. To explain how are the deep structures realized in surface structures in *Remember the Titans* film using Chomsky’s theory.

E. Research Significance

1. Theoretical

   The result of this research was expected that reader can apply the theory with the reality. And also can give more knowledge about the difference of syntax in using English in America.
2. Practical

Knowing the difference of syntax in using English was expected that community can understand the use of English language by native American and African-American.

F. Research Methodology

1. Research Method

The method that used in this research is qualitative method. Qualitative method is the method which uses the descriptive data and gathers the information not in numerical form (McLeod 2008), so the data that analyzed is a word form not a number (Mahsun 257). And descriptive approach is an approach that analyze an object with a purpose to give a description about the fact accurately and systematically (Suryana 36).

2. Technique of Collecting and Analysis Data

The technique of collecting data that used in this research is documentation, it is looking for and collecting the written data (Frechtling 57). There are some steps to collect the data:

a. Writing the transcript of conversations in a film *Remember the Titans*;

b. Reading and reviewing the conversations transcript;

c. Marking the sentences which have the different grammatical rules from the conversation between white people and black people;

d. And list them in the table.
After collecting data, all data is analyzed. There are some steps as follows:

a. Explaining the syntax structure with use the theory of generative grammar by Chomsky;


c. And making the conclusion based on the theory that had explained.

3. Research Instrument

The instrument of this research is data card which is used to analyze and identify sentences as the data of this research. Identifying and classifying data which have syntactic differences are examined through Generative Grammar of Syntax by Noam Chomsky.

4. Unit of Analysis

The unit analysis of this research is all sentences which are produced from conversations between white people and black people in the *Remember the Titans* film.
CHAPTER II
THEORETICAL FRAMEWORK

A. Previous Research

There are some previous research that contained a related theory and a related data analysis with this research. Three previous research will be reviewed to start this thesis.

First research is the research written by Tyler Kendall, et al. in titled The Dative Alternation in African American English: Researching Syntactic Variation and Change across Sociolinguistic Datasets. Its unit analysis is dative sentence usage by African-American with syntactic and sociolinguistics approach. This research was explained that using syntactic rules in a language is the effect of people’s social life. So, sociolinguistic approach has a big effect into grammatical rules.

Second research is the research in titled A Nonstandard Approach to Standard English written by Charlene J. Sato. This research was contained of nonstandard language approach into standard, and its data is community in America who has a different dialect, such as African-America.

Third previous research is the research that analyze data with syntactic theory. This research was written by Ian Stewart in titled Now We Stronger Than Ever: African-American Syntax in Twitter. The writer was explained syntactic structure on sentences in Twitter, such as “We stronger than ever”, in this sentence there is no verb, whereas in standard English, if there is no verb in a sentence it means that
sentence is not a complete sentence. And also using double negation in a sentence, such as “don’t say nothing” that found in research data is used by African-American.

From three previous research above, this research specifically focuses on syntactic differences between Standard American English and African-American English in a film which is not found in the research conducted before.

**B. Standard American English**

Standard American English is a variant from American English which is used as a rule in communication of public forum, like in a government, education and media. The term *standard* is not a better language than other, and not a language with a correct grammar, but standard language is a language which have been used and accepted by society (Amberg 29). Standard does not refer to a history of linguistic standardization, but it refers to an ideological contest. Standardization is the process of suppressing variation and bring to a uniformity, in speech and other forms of social practice (Coupland 42). There is another definition of standard language, it had been said that standard language is a spoken and written language which is maintained by dominant institutions primarily language of the upper middle class (Coupland 87).

According to DeCapua (15) Standard American English is a language that used in the books and speakers recognize as “correct” language. SAE exists on a statement of “correctness, but not all usage books agree on what is “correct” because language enable to change. Some grammarian accepted the changing of language than other.
Using English in Standard American English (SAE) and African-American English (AAE) has their own grammatical rules. As in SAE that is standard language which is used in America has the grammatical rules as the important point in producing a good sentence in writing such as in printed media or orally such as in electronic media and daily conversation. The difference between SAE and AAE can be seen from structure feature, in words, phrases or sentences.

Words are the center of language. There is no doubt that the words or lexicon are the most concrete and recognizable parts of any language (DeCapua 21). Every language has their own words in producing sentences, although in one country like in America between Standard American and African American.

Sentences have two main constituents, noun phrase (NP) and verb phrase (VP). NP contains of noun (N) or pronoun (Pro), determiner (Det) or the article a, an, or the may also include in NP. And VP should be there a verb and may other categories, such as noun phrases (NPs), prepositional phrases (PPs), adverbial phrases (AdvPs) and others (Amberg 93). The sentence “The dogs sleep” has NP and VP, which NP contains the article the and noun dogs, and VP contains the verb sleep. And in the sentence “She is a beautiful women” also has NP and VP, which NP consist of noun she and VP consist of verb is and NP a beautiful women. Those examples above were the grammatical sentences, because they have fulfilled the grammatical rules of standard English.

There are some rules in using standard English:

a. Article
Articles a or an had been set in standard English, an was put before the word started by a vocal, and a was put before the word started by a consonant. For example, an error, an apple, a duty, a game.

b. Negation

1) Ain’t

Avoid to using this negative word, it is only used in nonstandard English. For example, “Ain’t would win in a walk.”

2) Double negative

Using double negative only in nonstandard English. For example, “She doesn’t have none” but in standard English, it is “She doesn’t have any” Guth and Schuster (340)

c. Marker s

1) Verb for third person

Standard American English should use s as the marker of third singular person (he, she, it). But the verb for first singular person (I), second singular person (you), first plural person (we), and third plural person (they) are not need the marker s. Here are the list of the verb for each subject:

Table 1: Subject - Verb

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Auxiliary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Write</td>
<td>Have</td>
</tr>
<tr>
<td>You</td>
<td>Write</td>
<td>Have</td>
</tr>
</tbody>
</table>
For example “She writes many letters every day” (Taylor 2). Verb *writes* has the marker *s* because the subject was *she* as the third singular person. Marker *s* does not occur for the first person singular and plural, second person singular and plural and third person plural.

2) **Noun plural**

The plural noun with adding –*s* to certain words indicates that there is more than one, such as *books, days, pens* (DeCapua 34).

3) **Verb for collective noun**

In American English usually take a singular verb for collective noun, such as “The press has become intrusive” and “The committee meets today” (DeCapua 54).

d. **The verbs *am, is and are***

1) **Predication**

The linking verb *am, is, are* were used as the predication in some sentences. For example “John is very sick” has the predicate *is* as the verb in the sentence. But in AAE, these linking verbs were usually absent in a sentence. For example “They with Belle sister”, which is in standard English should there *be* into “They are with
Belle’s sister.” The sentence “Diane the girl” was different in SAE it is “Diane is the girl” (Mufwene 299).

2) Continuous present tense

The rule of continuous present tense is subject + to be + verb + -ing.

For example “He is working on a report right now” (Taylor 6). To be here was as the mark of continuous present tense. If there is not to be, it will become a present tense sentence, it is “He works on a report right now.” But, if there is using –ing form, such as “He working on a report right now” this sentence is not a grammatical sentence and not use in standard English.

C. African-American English

The term African-American English (AAE) refer to a language community in America with Africa dialect, and the language which used by black people in America. But not every African-American use this kind of English, and not every people who speak using African-American English are African-American (Amberg 154). Language use by African-American is different from standard English. There is a process known as vernacular maintenance, it is an ideology worked up within social network, usually operating in tight communities. African-American English is the one of communities that has the discrimination and accent reduction in America (Coupland 88).

There are no individual speakers of AAE speaks in the same way. These varieties was appeared because of some factors, such as ethnicity, age, socio-
economic status, gender, and style influence AAE varieties. A speaker who is eighty years old will speak differently from a thirteen years old speaker. Male speakers have different features in their speech than female speakers. And also there are the differences between speakers from middle class and working class speakers (Stewart and Vaillette 319).

African-American English has their own grammatical rules in producing a language. They are as follows:

a. Article

The using of article *a* or *an* have a difference from standard English. Nouns such as *idea* and *invitation* are often preceded by the article *a* rather than *an*. Example: “He is a expert” (Mufwene 296).

b. Marker *s*

1) Noun plural

AAE always omit the marker such as *s* in a word. For example, *two puppy*, *two dog*, which has a contrast with standard language that had been learned in using a plural must followed by *s* as a marker, but in AAE there is not a marker.

2) Verb for third person singular

Verb for third person is differed from SAE which is used *s* as the marker, but in AAE it has not a marker *s*, for example “*Diane love Felicia*” which is in SAE “*Diane loves Felicia*.”

3) Possessive phrase
There is not the possessive marker in phrases such as “Belle sister”, which is in SAE must be “Belle’s sister” (Mufwene 298).

c. Predication and copula

1) Predication

The using of predication in AAE differs from standard English. Most predicates are verb phrases but some are verbless. In the sentence “John very sick” has the predicate sick and modified by adjective very. But in standard English, an adjective does not a verb in predicate function. The absence of be in AAE is used in their daily communications. For example “They with Belle sister”, which is in standard English should be there the predicate be into “They are with Belle’s sister.” The sentence “Diane the girl” is different in SAE it is “Diane is the girl” (Mufwene 299).

2) Copula

The one of syntax features in African-American English is “Copula Omission.” Copula refers to the verb to be in sentences, such as “The boy is hungry.” In AAE the verb is eliminated become “The boy hungry” (Barry 101). And also the copula is often absent before the future marker gon, as in “Bill gon come” in SAE “Bill is going to come”, and before the progressive, as in “Anna talking.”

But in some condition, using be is not removed, such as in a certain position of the sentence. The sentence that has an infinitive clause, there has to put be after infinitive marker, for example “Jane wanna
be with her mother, not “*Jane wanna with her mother” (in AAE the use of want to and going to become wanna and gonna). The sentence of post-modal position, such as “Diane may be sick”, not “*Diane may sick.” Imperative sentence, such as “Be smart”, not “*Smart.” And also the sentence which use be in the end of sentence, such as “I don’t care who he is”, not “*I don’t care who he” (Mufwene 299-300).

d. Tenses
The use of structure in a sentence always bound with a time, either past, now or future. AAE has the difference in using structure with SAE. Like a sentence “I gonna tell Felicia, whereas in standard “I am going to tell Felicia.” In other form, AAE used bin, such as “Larry bin gone when I come”, but in standard “Larry had left when I came”, if in AAE “I bin sleeping when you come”, in SAE “I was sleeping when you come”, “We bin talkin about this forever now”. In standard English “We have been talking about this forever now” (Mufwene 301).

e. Negation
1) Ain’t form
AAE has negation form ain’t. Ain’t combines with both verbal and nonverbal predicates, for example “Bill ain’t come” is mean “Bill did not come” or “Bill has not come”, it suggest past-time reference, whereas the sentence “Al ain’t like Bill” suggest present time which meant “Al is not like Bill” or “Al does not like Bill.”

2) Double negative
In AAE, it is common to use double negative which is not allowed in SAE. Such as “Didn’t nobody see him”, in SAE it should be “Nobody saw him”, and also a sentence “Don’t nobody break up a fight”, in SAE “Nobody break up a fight” (Mufwene 305-306).

f. Habitual be

AAE used be to show their habitual, whereas SAE used adverb such as always or usually. For example the sentence in SAE “The coffee is always cold” in AAE it become “The coffee always be cold.” And the sentence “Sometimes she is angry” in AAE “Sometimes she be angry.” The use of be in AAE sentences indicates that an activity is habitual (Stewart and Vaillette 324).

g. Double subjects

Some other syntactic characteristics of AAE are the using of double subject, as in “My mother, she told me to go” (Barry 102).

h. Double modals

In AAE modal verbs often combine with each other, such as “I thought they might would give me something to eat.”

i. Questions

1) Direct questions, such as “Why you don’t like him?” compared to standard English “Why don’t you like him?”

2) Indirect questions, such as “Ask him can you do it?” which is in standard English “Ask him if you can do it” (Mufwene 308)
Language use in AAE that a variant of American English has a different style and concept. Language that they use is not manipulated by speaker, but the model of their language which different from standard English is formed for adapt a social levels and ethnic in their surrounding (Kendall, Bresnan and Van Herk 231).

Here are the differences of Standard American English (SAE) and African-American English (AAE) in syntactic characteristics.

Table 2: Syntactic Differences between SAE and AAE

<table>
<thead>
<tr>
<th>Syntactic Features</th>
<th>Standard American English (SAE)</th>
<th>African American English (AAE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article</td>
<td><em>An expert</em></td>
<td><em>A expert</em></td>
</tr>
<tr>
<td>Marker s</td>
<td><em>Two dogs</em></td>
<td><em>Two dog</em></td>
</tr>
<tr>
<td></td>
<td><em>Belle’s sister</em></td>
<td><em>Belle sister</em></td>
</tr>
<tr>
<td></td>
<td><em>Diane loves Felicia</em></td>
<td><em>Diane love Felicia</em></td>
</tr>
<tr>
<td>Predication</td>
<td><em>John is very sick</em></td>
<td><em>John Ø very sick</em></td>
</tr>
<tr>
<td>Copula</td>
<td><em>Bill is going to come</em></td>
<td><em>Bill Ø gon come/ Bill Ø gonna come</em></td>
</tr>
<tr>
<td></td>
<td><em>Anna is talking</em></td>
<td><em>Anna Ø talking</em></td>
</tr>
<tr>
<td>Tenses</td>
<td><em>Larry had left when I came</em></td>
<td><em>Larry bin gone when I come</em></td>
</tr>
<tr>
<td>Negation</td>
<td><em>Bill did not come/ Bill has not come</em></td>
<td><em>Bill ain’t come</em></td>
</tr>
<tr>
<td></td>
<td><em>Nobody saw him</em></td>
<td><em>Didn’t nobody see him</em></td>
</tr>
<tr>
<td>Habitual <em>be</em></td>
<td><em>The coffee is always cold</em></td>
<td><em>The coffee always be cold</em></td>
</tr>
<tr>
<td>Double subject</td>
<td><em>My mother told me to go</em></td>
<td><em>My mother, she told me to go</em></td>
</tr>
</tbody>
</table>
Double modals

<table>
<thead>
<tr>
<th></th>
<th><em>I thought they would</em> give me something to eat</th>
<th><em>I thought they might</em> would give me something to eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
<td><em>Why don’t you like him?</em></td>
<td><em>Why you don’t like him?</em></td>
</tr>
<tr>
<td></td>
<td><em>Ask him if you can do it</em></td>
<td><em>Ask him can you do it?</em></td>
</tr>
</tbody>
</table>

D. Syntax

The term syntax comes from the Greek, *Syntaxis* which means “structure” or “arranged in together” (Khairah and Ridwan 10). Syntax is the one of grammar that examines a structure of a language bigger than word, started from phrase till sentence (Sihombing dan Kentjono 123), and also describes speaker’s knowledge to the sentence and language form which is uttered (Fromkin and Rodman 106). Syntax is the study of how the sentences are structured. Syntax studies the level of language between words and the meaning of sentences (Carnie 4).

According to Fromkin (106) every sentence is a group of words, but not every group of words is a sentence. A group of words that formed from syntactic rules can be called as a sentence and grammatical, but if it against the syntactic rules, it is not a sentence and called as an ungrammatical. The grammatical of a language can be seen from the phonetic form, word and structure rules which produce a good sentence that will be understood by speaker and hearer (Fromkin and Rodman 14).

1. Generative Transformational Grammar

Grammatical of language is one of the important point in a sentence that will be a good sentence and will not be misunderstanding in a meaning, either
in writing or oral. Language theory is diverse, they are traditional theory, it is traditional analysis from Greek and Latin which called as Greek-Latin theory, structural theory from America that spearheaded by Bloomfield, generative transformational theory by Noam Chomsky, and many other theories (Parera 8-9). In this research, writer uses generative transformational theory, but in a further development, generative grammar more used which stated by Chomsky. He thinks that the important aspect of people’s language is how they produce their language correctly. He has an opinion that language which is produced should be related to a speaker’s ability in order that will not occur the error meaning (Wen 149).

Chomsky stated that *generative grammar* is a grammatical rules in a language which has an implicit meaning, it is giving an implicit analysis in meaning (Chomsky 4). Generative has two interpretations. First, generative has a meaning in a language production and creation. This interpretation means that generative grammar enabled in analysis language structure from some sentences. Second meaning is generative has a meaning which formal and explicit. This interpretation means that generative grammar produce a grammatical sentences, from its phonemes, morphemes and other sentence elements. In its implementation, not only compose a grammatical sentences, because there are some language community who demand to language that be understood and accepted by their member without caring of language structure that they used (Parera 95).
A grammatical sentence is a sentence which arrange with grammar rules that has been determined. Grammatical is not only about how a sentence has a good structure, but grammatical is demanding an understanding contained in it. Because in a different grammatical has a different meaning (Liamkina 271-273). So, the understanding of a grammatical language is the important thing in a communication (Huang 30).

When linguist stated that a grammatical language is a sentence which is made from a group of word from a language that have meaning, but grammarian disagree with this opinion. They believe that scope of grammatical language is not only as such specific, but includes to something bigger. They stated that grammar includes how a word is uttered (phonology), where a word is put (syntax), what a meaning that is contained in a word (semantic), and what the context is effected into meaning interpretation (pragmatic). And in fact, grammar can include to a general language (Klammer 3).

In Radford’s book (2) was enlightened that grammar is not focus on a word and its structure only, but it covers on word utterance and meaning. Chomsky (5) has stated that a grammatical of language is determined by speaker’s ability in a communication which will produced an understanding for both speaker and hearer. A success of this communication can create an ideal communication between speaker and hearer. So, it can be said that grammar is a speaker’s ability in a communication, which is grammar has a purpose to teach a language user in order to use a good language.
1) **Standard Theory**

Standard theory is the syntactic theory which had been completed by Noam Chomsky that can be found in his book *Aspect of The Theory of Syntax* on 1965. There are three postulates found in this Chomsky’s second book. First, the difference of competence and performance, it is the difference between language knowledge and the ability of using language. Second, the difference of deep structure and surface structure (Parera 107). Chomsky stated that deep structures are related to surface structures by processes called *Transformation* (Aitchison 169). Surface structure is the result of transformation of deep structure. The same surface structure is not contained same deep structure, but in difference surface structure is enable to have the same deep structure (Denden). This differentiation produced the grammar operation based on three components, they are syntax, phonology and semantic. Third, language creative aspect or language dynamic (Parera 107).

2) **Extended Standard Theory**

In 1972, standard theory had been revised because it has some problems with the meaning of deep structure when transformed into surface structure. This revision is called *Extended Standard Theory*, which is in transformation process could not change sentence meaning. Another linguist was stated that transformations preserved sentence meaning, but the deep structure of sentence has the wrong form. This viewpoint is known as *Generative Semantic* (Aitchison 179).
There is a controversy between Chomsky with his Extended Standard Theory (EST) and Huck and Goldsmith with their Generative Semantics (GS). Huck and Goldsmith stated that GS has no difference with EST, it is analyzed that structures are semantic representations. In the other hand, Chomsky discussed the connection between syntax and semantic, because he distinguish between the appeal to meaning and the study of meaning (Freidin 253-258).

3) Revised Extended Standard Theory

Revised extended standard theory is the revision of EST in 1975 (Denden). Many linguist made the conclusion that not only deep structure has the responsibility for meaning, but surface structure alone was responsible for it. There is the important thing to know where items had been moved from deep into surface structure. It was necessary in order to deal the grammar with the meaning of sentences because of the shifting from the original position (Aitchison 182).

4) Government and Binding

Government-Binding Theory (GB) is the theory of Chomsky for new-look grammar. This theory has the strange label which consist of two aspects of grammar. Government which has the power over others and usually used in relation with the heads of phrase that influence others. Chomsky wants to identify which parts of sentences influence other parts. So, with this his new theory, Chomsky could know the exactly parts that has the effect to another, known as government or can
be called as *command*. Whereas, binding deals with the linking of one items to another. It relates the interpretation of sentences in order to interpret all items as linked together (Aitchison 192-195).

According to Chomsky (5-6), government theory is the relation between the head of sentences and all items of the construction dependent on its head. Government is the category that governs its complements in a construction, such as *verb* governs its complement in verb phrase (Chomsky 50). Binding theory is concerned with the relations of antecedent. This theory is to bind one word to other in a sentence (Chomsky 183).

5) **Minimalist Program**

The one of syntactic theories is Minimalist Program that was introduced by Chomsky. Minimalist program is presented the reformulation of phrase structure and a significant revision of the transformations theory (Freidin 298). There are two operations in this theory, *Merge* and *Move*. Merge is the operation which takes a pair of syntactic objects and forms them to a more complex construction. So, merge combines the head with the complement. Move is the operation which takes an existing element in the structure and place it in other position (Karimi 21).
CHAPTER III

RESEARCH FINDINGS

A. Data Description

The data of this research is the dialogue in the movie of America which contains syntactic features. The film that directed by Boaz Yakin released in 2000 and titled Remember the Titans. The sentences of the film is differentiated into Standard American English and African-American English which is told by white people and black people. The syntactic differences between SAE and AAE will be analyzed by using Chomsky’s theory of syntactic rules in English and Salikoko Mufwene which explains the characteristics of Standard American English and African-American English.

There are 34 sentences found in this research which contain syntactic characteristic of SAE and AAE categorized into five categories: Marker $s$, Predication, Copula, Tenses, and Negation.

Table 3: The Syntactic Features of Corpus Data

<table>
<thead>
<tr>
<th>No.</th>
<th>Syntactic Features</th>
<th>Corpses</th>
<th>English Variety</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marker $s$</td>
<td>I’ve seen them grow up in front of my eyes</td>
<td>I’ve seen them grow up in front of my eyes</td>
</tr>
<tr>
<td></td>
<td>Predication</td>
<td>Copula</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>I will have my <strong>eye</strong> on him and you</td>
<td>I will have my <strong>eyes</strong> on him and you</td>
<td>I will have my <strong>eye</strong> on him and you</td>
<td></td>
</tr>
<tr>
<td><strong>He doesn’t</strong> want to see anybody but you, Julius</td>
<td><strong>He doesn’t</strong> want to see anybody but you, Julius</td>
<td><strong>He don’t</strong> wanna see no body but you, Julius</td>
<td></td>
</tr>
<tr>
<td>Blue, he <strong>don’t</strong> want to know</td>
<td>Blue, he <strong>doesn’t</strong> want to know</td>
<td>Blue, he <strong>don’t</strong> want to know</td>
<td></td>
</tr>
<tr>
<td><strong>It don’t</strong> even make no sense</td>
<td><strong>It doesn’t</strong> even make any sense</td>
<td><strong>It don’t</strong> even make no sense</td>
<td></td>
</tr>
<tr>
<td><strong>What an opportunity for me then to learn from the best</strong></td>
<td><strong>What an opportunity for me then is to learn from the best</strong></td>
<td><strong>What an opportunity for me then to learn from the best</strong></td>
<td></td>
</tr>
<tr>
<td>This here my boy, Julius</td>
<td>This here is my boy Julius</td>
<td>This here my boy Julius</td>
<td></td>
</tr>
<tr>
<td>This here’s Virginia</td>
<td>This here’s Virginia</td>
<td>This here Virginia</td>
<td></td>
</tr>
<tr>
<td><strong>What are they doing?</strong></td>
<td><strong>What are they doing?</strong></td>
<td><strong>What they doing?</strong></td>
<td></td>
</tr>
<tr>
<td>What you doing, man?</td>
<td><strong>What are you doing, man?</strong></td>
<td>What you doing, man?</td>
<td></td>
</tr>
<tr>
<td>I’m not going to let you play for this team anymore</td>
<td>I’m not going to let you play for this team anymore</td>
<td>I not gonna let you play for this team no more</td>
<td></td>
</tr>
<tr>
<td>We gonna play some ball</td>
<td>We are going to play some ball</td>
<td>We gonna play some ball</td>
<td></td>
</tr>
<tr>
<td><strong>What are you all doing?</strong></td>
<td><strong>What are you all doing?</strong></td>
<td><strong>What you all doing?</strong></td>
<td></td>
</tr>
<tr>
<td>But why you eating over here?</td>
<td>But why <strong>are</strong> you eating over here?</td>
<td>But why you eating over here?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tenses</td>
<td></td>
<td>Negation</td>
</tr>
<tr>
<td>---</td>
<td>--------</td>
<td>---</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Gerry, what <strong>are</strong> you doing?</td>
<td>Gerry, what <strong>are</strong> you doing?</td>
<td>Gerry, what you doing?</td>
</tr>
<tr>
<td></td>
<td>What you doing?</td>
<td>What <strong>are</strong> you doing?</td>
<td>What you doing?</td>
</tr>
<tr>
<td></td>
<td>How you doing, Coach?</td>
<td>How <strong>are</strong> you doing, Coach?</td>
<td>How you doing, Coach?</td>
</tr>
<tr>
<td>4</td>
<td>You been doing your job?</td>
<td><strong>Have</strong> you been doing your job?</td>
<td>You been doing your job</td>
</tr>
<tr>
<td></td>
<td>I’ve been doing my job</td>
<td>I’ve been doing my job</td>
<td>I been doing my job</td>
</tr>
<tr>
<td></td>
<td><strong>I don’t</strong> want to play with <strong>any</strong> of those black animals</td>
<td><strong>I don’t</strong> want to play with <strong>any</strong> of those black animals</td>
<td><strong>I don’t wanna</strong> play with <strong>none</strong> of those black animals</td>
</tr>
<tr>
<td></td>
<td>Didn’t I tell you all them white boys <strong>weren’t</strong> gonna play for <strong>no</strong> brother?</td>
<td>Didn’t I tell you all them white boys <strong>weren’t</strong> going to play for <strong>any</strong> brother?</td>
<td>Didn’t I tell you all them white boys <strong>weren’t</strong> gonna play for <strong>no</strong> brother?</td>
</tr>
<tr>
<td></td>
<td>We <strong>don’t need</strong> <strong>any</strong> of your people on defense</td>
<td>We <strong>don’t need</strong> <strong>any</strong> of your people on defense</td>
<td>We <strong>don’t need</strong> <strong>none</strong> of your people on defense</td>
</tr>
<tr>
<td></td>
<td><strong>Don’t need</strong> <strong>none</strong> of my people</td>
<td><strong>Don’t need</strong> <strong>any</strong> of my people</td>
<td><strong>Don’t need</strong> <strong>none</strong> of my people</td>
</tr>
<tr>
<td></td>
<td>Man, <strong>I don’t have</strong> <strong>any</strong> people</td>
<td>Man, <strong>I don’t have</strong> <strong>any</strong> people</td>
<td>Man, <strong>I don’t have</strong> <strong>no</strong> people</td>
</tr>
<tr>
<td></td>
<td>You <strong>ain’t</strong> got no mama <strong>no more</strong></td>
<td>You <strong>didn’t get</strong> mama <strong>anymore</strong></td>
<td>You <strong>ain’t got no</strong> mama <strong>no more</strong></td>
</tr>
<tr>
<td></td>
<td><strong>I ain’t running</strong> <strong>anymore</strong> of these 3-a-days</td>
<td>I am <strong>not</strong> running <strong>anymore</strong> of these 3-a-days</td>
<td><strong>I ain’t running</strong> <strong>no more</strong> of these 3-a-days</td>
</tr>
<tr>
<td>And you <strong>don’t</strong> get <strong>no</strong> blood on my uniform</td>
<td>And you <strong>don’t</strong> get <strong>any</strong> blood on my uniform</td>
<td>And you <strong>don’t</strong> get <strong>no</strong> blood on my uniform</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>He won’t be throwing <strong>anymore</strong> this season</td>
<td>He won’t be throwing <strong>anymore</strong> this season</td>
<td>He won’t be throwing <strong>no more</strong> this season</td>
<td></td>
</tr>
<tr>
<td>You ain’t never gonna know <strong>nothing</strong> about me</td>
<td>You are <strong>not</strong> ever going to know <strong>anything</strong> about me</td>
<td>You ain’t never gonna know <strong>nothing</strong> about me</td>
<td></td>
</tr>
<tr>
<td>I’m <strong>not</strong> going to let you play for this team <strong>anymore</strong></td>
<td>I’m <strong>not</strong> going to let you play for this team <strong>anymore</strong></td>
<td>I’m <strong>not</strong> going to let you play for this team <strong>no more</strong></td>
<td></td>
</tr>
<tr>
<td>Can’t take <strong>no</strong> rest</td>
<td>Can’t take <strong>any</strong> rest</td>
<td>Can’t take <strong>no</strong> rest</td>
<td></td>
</tr>
<tr>
<td>Boone <strong>doesn’t</strong> cut <strong>anybody</strong></td>
<td>Boone <strong>doesn’t</strong> cut <strong>anybody</strong></td>
<td>Boone <strong>don’t</strong> cut <strong>no body</strong></td>
<td></td>
</tr>
<tr>
<td>And they still don’t want <strong>no</strong> part of us</td>
<td>And they still don’t want <strong>any</strong> part of us</td>
<td>And they still don’t want <strong>no part</strong> of us</td>
<td></td>
</tr>
<tr>
<td>He doesn’t want to see <strong>anybody</strong> but you, Julius</td>
<td>He doesn’t want to see <strong>anybody</strong> but you, Julius</td>
<td>He don’t want to see <strong>no body</strong> but you, Julius</td>
<td></td>
</tr>
<tr>
<td>And we ain’t going <strong>no where</strong></td>
<td>And we aren’t going <strong>anywhere</strong></td>
<td>And we ain’t going <strong>no where</strong></td>
<td></td>
</tr>
<tr>
<td>It <strong>don’t</strong> even make <strong>no sense</strong></td>
<td>It <strong>doesn’t</strong> even make <strong>any sense</strong></td>
<td>It <strong>don’t</strong> even make <strong>no sense</strong></td>
<td></td>
</tr>
<tr>
<td>We ain’t won <strong>nothing</strong></td>
<td>We didn’t win <strong>anything</strong></td>
<td>We ain’t won <strong>nothing</strong></td>
<td></td>
</tr>
</tbody>
</table>
B. Analysis

All sentences in the table above will be analyzed by the writer. The writer uses theory of Chomsky about the syntactic rules in English and Salikoko Mufwene about the characteristics of SAE and AAE.

The analysis are as follows:

1. Marker *s*

   The differences in using the marker *s* are found in some dialogue in the movie. The using of *s* is distinguished into the marker of noun plural and the marker of verb for third singular person.

   a. Noun Plural

   SAE: *I've seen them grow up in front of my eyes*
   
   AAE: *but I will have my eye on him*

   The letter *s* used as the marker of noun plural in standard English, whereas in AAE, there is not the marker *s* in the end of noun plural.
Deep structure of SAE sentence:

This is a deep structure of Standard American English sentence in a corpus. The auxiliary HAVE and the verb SEE will be inflected into the surface structure with draw a line between the perfect marker HAVE with its present tense into the surface *have* and the verb SEE with the perfect marker –en into the surface *seen.*
Surface structure of SAE sentence:

This tree diagram is the surface structure of SAE sentence in a corpus. This surface has the inflection transformation from the deep structure. And also has the contracted transformation to contract the subject I and the auxiliary have into I’ve. Tree diagram above explains the structure of SAE sentence. The sentence is formed of noun phrase (NP) and verb phrase (VP). NP consist of personal pronoun (Prop) I, and VP consist of auxiliary have, verb seen and NP them grow up in front of my eyes as the object of this sentence.
And tree diagram above shows the structure of black people’s sentence. The sentence is formed of coordinating conjunction (Cjc) *but*, NP *I*, and VP which consist of modals *will*, verb *have*, noun phrase *my eye* and prepositional phrase *on him*.

Those two sentences above show the difference in using the word *eye* between white people and black people. In standard English, noun plural is marked by *s*, such as *two dogs, five cars*. Plural is something that is more than one. In this case, every human is created by God with two eyes, its mean that *eye* is plural and should be ended with the letter *s*. On the other hand, AAE does not use the letter *s* as the marker for noun plural, such as *two dog, five car*. As a result, when white people say the word *my eyes*, black people only say *my eye*.
b. Verb for third person

In SAE, letter *s* is not only used as the marker of noun plural, but also used as the marker of the third singular person verb. Grammatically, the verbs or auxiliaries for third singular person (he, she, it) in the sentence should be added the suffix –s or -es in the end of the verb. But in AAE, there is not the rule to put –s or –es after the verb for third singular person.

The first sentence is the utterance of white people. The sentence is formed of NP and VP. NP consist of personal pronoun *he* as the subject, and VP consist of supporting auxiliary verb (supp) *DO* that has the inflection transformation with add the letter –es into *does* because the subject refers to the third singular person, verb *want*, and adverb phrase *to see anybody but you, Julius*. This sentence has the negative transformation (T-Neg) which transforms the sentence to be a negative sentence.

Deep structure of SAE sentence:
The deep structure of this sentence is *He not DO WANT HE see anybody but you Julius*. This sentence has the supporting auxiliary DO that will be inflected and transformed into a negative word *does not* and will be contracted into *doesn’t*. The verb WANT also will be inflected into the surface structure. And the personal pronoun in the independent clause will get the infinitive transformation and change the pronoun HE into infinitive marker *to* in the surface structure of the sentence.
Surface structure of SAE sentence:

SAE: He doesn't want to see anybody but you Julius

It is difference structure with the sentence of black people. The sentence is formed of double NP and VP. First NP is the greeting word, the second NP is the personal pronoun he as the subject of this sentence, and VP consist of auxiliary do, verb want and adverb phrase to know. The supporting auxiliary verb DO has the inflection transformation, but it does not add the letter –es as the marker of the verb refers to the third singular person. This sentence also
has the negative transformation which transforms the sentence into a negative.

Deep structure of AAE sentence:

Deep AAE: Blue, he not DO WANT HE know

The deep structure of this sentence is *He not DO WANT HE know*. This sentence has the supporting auxiliary DO that will be inflected and transformed into a negative word *do not* and will be contracted into *don’t*. The verb WANT also will be inflected into the surface structure. And the personal pronoun in the independent clause will get the infinitive transformation and change the pronoun HE into infinitive marker *to* in the surface structure of the sentence.
Surface structure of SAE sentence:

It can be seen the difference of two sentences above between Gerry’s mother as American and Petey as African-American. Both of them use the subject *he* refers to the third person whom they talked about, and they use auxiliary *do* as the predicate of the sentence. The difference here is the using of auxiliary *do* after the subject *he*. Auxiliary *do* in the sentence that is uttered by Gerry’s Mama is affixed by –*es* because its position is after the third person *he*, but in AAE, auxiliary *do* is not affixed by the marker -*es* after the subject *he*.

Another sentence in this film is “*It don’t even make no sense.*” That sentence uses subject *it* which refers to the third singular thing, so its verb or auxiliary should be marked with –*s* or –*es*. But, it can be seen the sentence above uses auxiliary *do* without the marker –*es* after the subject *it*. That sentence is uttered by black man, its mean that he has another rule in uttering
a sentence. The rules in AAE for the sentence above is not put –es as the marker for the third singular subject.

2. Predication

Every sentence should use predication after the subject, either with verb or linking verb. It can be said that predication is a requisite to be a sentence. If there is not a predication, it cannot be called as a sentence. Using predication in a sentence is the one of grammatical rules in SAE, but in AAE, predication is usually absent in a sentence.

The first sentence is uttered by white man when debates with black man, he says “This here’s Virginia”, and the second sentence is uttered by black man when he introduces his son with says “This here my boy, Julius.” These data will analyze from its structure.
SAE: This here's Virginia

First sentence is formed of NP and VP. NP consist of determiner (Det) *this* and noun *here*. VP consist of linking verb (*is*) as the predicate and noun *Virginia*. This sentence can be called as a grammatical sentence.

AAE: This here my boy, Julius

This sentence is formed of NP and VP. NP consist of determiner (Det) *this* and noun *here*. VP consist of linking verb (*is*) as the predicate and noun *Virginia*. This sentence can be called as a grammatical sentence.
The second sentence is formed of NP and VP. NP consist of determiner (Det) this and noun here and VP consist of NP my boy, Julius. This sentence cannot be called as grammatical sentence because there is no predicate therein, but this form is commonly used in AAE.

The syntactic differences between the sentence of SAE and AAE in using the predicate be is explained clearly. The other sentence that uttered by black man in the film is “What an opportunity for me then to learn from the best.” The sentence is formed by the noun phrase as the subject “What an opportunity for me then” and the complement phrase “to learn from the best” but there is no predicate. It is different from the grammatical rules of SAE which always put the predicate after the subject. The absence of predication in the sentence is the one of syntactic characteristics in African-American English.

3. Copula

![SAE: Gerry, what are you doing?](image1)

![AAE: What you doing, man?](image2)

The copula is the form of be that usually use in the present progressive tense sentence. The form of sentence with present progressive is S + to be + 
\( V + -ing \). It is clearly seen the difference of two sentences above between SAE and AAE.

Deep structure of SAE sentence:

\[ \text{Deep SAE: You DO SME} \]

The deep structure of first sentence in corpus is \textit{You DO SME}. SME refers to something or somebody in surface structure. This deep structure will get some transformation in surface structure. First is the inflection transformation, it is transforming the deep sentence into a simple present continuous tense. And second is question transformation, it is transforming the sentence into an interrogative sentence.

Surface structure of SAE sentence:
This surface structure of sentence has the correct grammatical in English, it follows the rules of present progressive sentence. There are noun phrase and verb phrase to be a sentence, which is in NP the subject *you*, and in VP auxiliary *are* before the verb *doing* refers to simple present continuous tense.

Second sentence of AAE has the same deep structure with the first sentence of SAE but different in its surface. This sentence does not follow the rules in English. The theory above states the form of present progressive sentence, but the sentence which is uttered by black man does not put *to be* before the verb in –ing form.

African-American people usually use this sentence form in their communication. The writer found the absence of *to be* in many sentences with the verb in –ing form that is uttered by black people in *Remember the Titans* film. It is different when American people utter the same sentence, they use *to be* in their utterances. For example, two sentences above are the same
sentence “What are you doing?”. The difference of them is the using of to be “are” that is used by American but African-American does not use to be “are”.

The girl from America says “What are they doing?” to her father. She uses the interrogative sentence with the question word “what” and to be “are” because there is the subject “they” that refers to American people who were playing football.

Another sentence that is uttered by Petey as the black man is “We gonna play some ball.” He says the sentence with the future tense that is marked by “gonna”, it is the abbreviation of “going to”. In the grammatical rules of SAE, future tense has the form S + will/ going to + V. The word “will” puts between subject and verb, and “going to” puts after to be and before the verb. The sentence which is uttered by Petey uses the word “gonna” but it put after subject and there is no “to be”. It is different from the sentence that is uttered by Gerry as the American, he says “I am not going to let you play for this team anymore.” This sentence uses the future tense that is marked by “going to” and there is to be “am” because the subject is “I”. The marker “going to” should be put after to be, but this sentence has the negation “not” to show that this is the negative sentence. The difference between Petey’s utterance and Gerry’s is the using of to be before the word “gonna” or “going to” in the future tense sentence.

The sentence “But why you eating over here?” is uttered by Julius as African-American. It can be seen that there is no the copula that should be put
before the progressive verb. The rules of AAE are different from SAE, the one of them is the using of the copula. If black man says the sentence with progressive verb like the sentence above, but white man will say “But why are you eating over here?”, its mean that he will use to be before the verb in –ing form.

In the film, the writer found the other sentences that does not use to be in the progressive sentences, such as “What you doing?” and “How you doing, Coach?”. There are no the copula in these two progressive sentences. These sentences have the rules in AAE to omit the copula in the progressive sentence. This feature is the one of syntactic differences with SAE which has the rules to put to be before the –ing form verb.

4. Tenses

![SAE: I've been doing my job](image1)

![AAE: You been doing your job?](image2)

In the English grammatical rules, there are the different tenses refer to the different time. There are the time for past, now, and future. Two sentences above are the example of the one syntactic differences between SAE and AAE found in the film. The difference in those sentences is the using of tenses in referring a time. Those sentences refer to the tenses of present perfect
continuous, it refers to the act in the past time and continues till present time. The form of present perfect continuous is \( S + \text{has/}\text{have} + \text{been} + \text{verb} + \text{-ing} \).

The difference of those two sentences is the using of \textit{have} as the one of forms in the present perfect continuous sentence.

Deep structure of SAE sentence:

This is a deep structure of Standard American English sentence in a corpus. The auxiliary \text{HAVE}, the progressive \text{BE} and the verb \text{DO} will be inflected into the surface structure with draw a line between the perfect marker \text{HAVE} with its present tense into the surface \text{have}, the progressive \text{BE} with the perfect marker \text{-en} into the surface \text{been} and the verb \text{DO} with the progressive marker \text{-ing} into the surface \text{doing} which refers to the simple perfect continuous tense.
First sentence is an affirmative sentence and the second is an interrogative sentence. The auxiliary *have* is used in the declarative and interrogative sentence. In SAE above, the position of auxiliary *have* is after the subject *I*, and if the sentence changes into interrogative, the auxiliary *have* should be put before the subject. The sentence “*Have I been doing my job?*” is the interrogative form in SAE.

Deep structure of AAE sentence:

**Deep AAE: You HAVE BE DO your job**
The deep structure of AAE sentence has the same structure with SAE sentence. This deep structure is the affirmative sentence which will get some transformation into the interrogative sentence in surface structure.

Surface AAE: You been doing your job?

It is different from the sentence of AAE above, there is no auxiliary *have* before the subject *you*. This form of sentence does not follow the rules of grammar in English. In SAE, it should be “You have been doing your job” and in the interrogative form “Have you been doing your job?”. 
5. Negation

There are some rules of grammatical sentence, the one of them is the using of negation. The rules of SAE are to avoid the using of double negative in a sentence, but AAE always use double negative in one sentence. The using of double negative by African-American people become their habit and they use it in their daily communications.

The syntactic differences between SAE and AAE that are clearly seen in Remember the Titans movie are the using of negation. There are many sentences use double negation that is uttered by black people. Whereas, standard English has the rule to avoid the using of double negation, and use the word any in every sentence that has double negatives in AAE. Two sentences above are uttered in the one conversation between Herman Boone, the one of black people, and Gerry Bertier as the white man.
First sentence shows Gerry says “We don't need any of your people on defense”. This sentence is a negative sentence after has the negative transformation from the surface sentence. The sentence is use the word do not as the marker that this is a negative, so it uses the word any as the quantifier (Quant) of the noun phrase.
And the second sentence is the response of Gerry’s utterance by Herman with say “Don’t need none of my people?”. These sentences have the same word, the same meaning and also the same context, but they produce their sentences with difference forms. This AAE sentence is also negative sentence with use the word do not, but there is the word none as the negative pronoun in noun phrase of sentence. Gerry who uses SAE avoids the using of double negation and uses the word any, but Herman who speaks with AAE uses double negatives in his utterance. The reason is the using of double negation always use in African-American’s daily communication.
The other negative sentences in SAE found in the movie are followed:

1. *I don’t want to play with any of those black animals*

   There is only one negative word “don’t” as the negation in this negative sentence. “Don’t” is the contraction of auxiliary *do* and the negation *not* that is put before verb “want”. The word “any” here is the syntactic differences between SAE and AAE to avoid the using of double negatives that is forbidden in the grammatical rules of Standard English. The using of “any” in this sentence will be replaced by “none” in the sentence of AAE. It is “*I don’t want to play with none of those black animals.*”

2. *Man, I don’t have any people*

   This sentence has only one negative word “don’t.” “Don’t” is the contraction of auxiliary *do* and the negation *not* that is put before verb “have” to show that this sentence is declarative sentence in negative form. The word “any” here is the syntactic differences between SAE and AAE to avoid the using of double negative that is forbidden in the grammatical rules of Standard English. The using of “any” in this sentence will be replaced by “no” in the sentence of AAE. It is “*Man, I don’t have no people.*”

3. *I am not running anymore of these 3-a-days*

   There is the negation “not” before the progressive verb “running” in this negative sentence. This sentence uses the –ing form verb that is preceded by to be “am”, because the subject of this sentence is “I”. The
contraction of “am” and “not” will become “ain’t” in AAE sentence. The word “anymore” here is the syntactic differences between SAE and AAE to avoid the using of double negative that is forbidden in the grammatical rules of Standard English. The using of “any” in this sentence will be replaced by “no” in the sentence of AAE. It is “I ain’t running no more of these 3-a-days.”

4. He won’t be throwing anymore this season

There is only one negative word “won’t” as the negation in this negative sentence. “Won’t” is the contraction of auxiliary will and the negation not that is put before the progressive verb “throwing” that is preceded by be. The word “anymore” here is the syntactic differences between SAE and AAE to avoid the using of double negative that is forbidden in the grammatical rules of Standard English. The using of “any” in this sentence will be replaced by “none” in the sentence of AAE. It is “He won’t be throwing no more this season.”

5. I’m not going to let you play for this team anymore

There is the negation “not” in this negative sentence. This sentence refers to the future time with the marker “going to”, that is “gonna” in the African-American English. The marker of future uses the progressive that is preceded by to be “am”, because the subject of this sentence is “I”. The contraction of “am” and “not” will become
“ain’t” in AAE sentence. The word “anymore” here is the syntactic differences between SAE and AAE to avoid the using of double negative that is forbidden in the grammatical rules of Standard English. The using of “any” in this sentence will be replaced by “no” in the sentence of AAE. It is “I ain’t gonna let you play for this team no more.”

6. Boone doesn’t cut anybody

There is only one negative word “doesn’t” as the negation in this negative sentence. “Doesn’t” is the contraction of auxiliary does for the third singular person “Boone” and the negation not that is put before verb “cut.” The auxiliary does here will become do in AAE, because the grammatical rules of AAE do not put the marker –s or –es after the subject for third singular person. The using of “any” in this sentence will be replaced by “no” in the sentence of AAE. It is “Boone don’t cut no body.”

7. He doesn’t want to see anybody but you, Julius

This sentence has only one negative word “doesn’t” as the negation in this negative sentence. “Doesn’t” is the contraction of auxiliary does for the third singular person “He” and the negation not that is put before verb “want.” The auxiliary does here will become do in AAE, because the grammatical rules of AAE do not put the marker
–s or –es after the subject for third singular person. The using of “any” in this sentence will be replaced by “no” in the sentence of AAE. The words “does” and “anymore” here are the syntactic differences between SAE and AAE to follow each grammatical rules, “does” has the marker –es after the third singular person subject and “anymore” is to avoid the using of double negative that is forbidden in the grammatical rules of Standard English. As a result, this sentence will be different in AAE, it is “He don’t want to see no body but you, Julius.”

And the other negative sentences in AAE found in the movie are followed:

1. Didn’t I tell you all them white boys weren’t gonna play for no brother?

   This sentence is negative sentence in an interrogative form that is uttered by black man. There are two clauses in this sentence, first “Didn’t I tell you” and second “all them white boys weren’t gonna play for no brother.” This sentence has three negative words, one in the first clause and two in the second. First clause has negative word “didn’t”, it is the contraction of “did not” that is in the beginning of sentence to show this is the interrogative sentence from its affirmative “I didn’t tell you.” Whereas, the second clause has two negative words, “weren’t” and “no”.

   The using of double negative in one clause or sentence is forbidden in the grammatical rules of SAE, but this form is usually used
by African-American people. This sentence is different with the sentence of American people who do not use double negative in one sentence. American people use the word “any” to avoid the double negative in a sentence that uses the word “no” after the negation “not”. In SAE the sentence above will become “Didn’t I tell you all them white boys weren’t going to play for any brother?”

2. You ain’t got no mama no more

There are three negative words, “ain’t”, “no” and “no.” The form “ain’t” is only used in nonstandard English such as African-American English, but Standard English is avoid the kind of this negative form. The word “ain’t” refers to the word “didn’t” in the past sentence, and the using of these two “no” is the confirmation in this negative sentence. It means that subject you will not see his mama anymore. In Standard English, this sentence will become “You didn’t get mama anymore”, the word “anymore” refers to the subject “you” who will not see his mama again.

3. And you don’t get no blood on my uniform

This sentence has two negative words “don’t” and “no”. “Don’t” is the contraction of auxiliary do and the negation not that is put before verb to show that this sentence is the prohibition sentence. And “no” is the second negative word usually uttered by African-American people.
In SAE, this sentence will become “And you don’t get any blood on my uniform.”

4. You ain’t never gonna know nothing about me

There are three negative words, “ain’t”, “never” and “nothing.” This sentence refers to the future time with the marker “gonna”, that is “going to” in the Standard English. This form of future uses the progressive, so the negation “ain’t” refers to “are not” because the subject in the sentence is “you.” The word “never” asserts that the subject “you” in this sentence will not ever know anything. And the word “nothing” refers to “anything” in the SAE sentence form.

The using of more than one negative in this sentence is the one of syntactic features of AAE which is commonly used in African-American’s communication. Whereas, in SAE this sentence will become “You are not ever going to know anything about me.” This sentence uses only one negative word as the negation to show that this is a negative sentence.

5. Can’t take no rest

This sentence has two negative words “can’t” and “no.” “Can’t” is the contraction of the modal auxiliary can and the negation not that is put before verb “take” to show that this sentence is the prohibition sentence. And “no” is the second negative word that refers to word any
in Standard English which is usually uttered by American people. In SAE this sentence will become “Can’t take any rest.”

6. And they still don’t want no part of us

This sentence has two negative words “don’t” and “no”. “Don’t” is the contraction of auxiliary do and the negation not that is put before verb “want” to show that this sentence is a declarative sentence in a negative form. And “no” is the second negative word which is usually uttered by African-American people. In SAE, this sentence will become “And they still don’t want any part of us.”

7. And we ain’t going no where

This sentence has two negative words “ain’t” and “no”. The verb of this sentence is the progressive verb “going” that should preceded by to be “are” because the subject is “we.” It can be concluded that the word “ain’t” is the contraction of auxiliary are and the negation not that is put before the –ing form verb “going.” And “no” is the second negative word which is usually uttered by African-American people. In SAE, this sentence will become “And we aren’t going anywhere.”

8. It don’t even make no sense

This sentence has two negative words “don’t” and “no.” “Don’t” is the contraction of auxiliary do and the negation not that is put before verb “make.” The auxiliary do here will become does in SAE, because the grammatical rules of AAE do not put the marker –s or –es after the
subject for third singular person. The using of “no” in this sentence will be replaced by “any” in the sentence of SAE. This sentence will be different in SAE, it is “It doesn’t even make any sense.”

9. We ain’t won nothing

There are two negative words, “ain’t” and “nothing.” This sentence refers to the past time because the verb “won” is the second verb that is used in the past sentence. It can be concluded that the word “ain’t” is the contraction of auxiliary did and the negation not that is put before the past form verb. And the word “nothing” refers to “anything” in the SAE sentence form.

The using of more than one negative in this sentence is the one of syntactic features of AAE which is commonly used in African-American’s communication. Whereas, in SAE this sentence will become “We didn’t win anything.” This sentence only uses one negative word as the negation to show that this is a negative sentence.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

The writer concludes that the language of Standard American English (SAE) and African-American English (AAE) have their own grammatical rules. Some grammatical rules in Standard American English are the use of article, negation, marker s, and the use of be. The different letters of noun when the article a and an put in front of the noun had been set in Standard American English. The form of ain’t and the using of double negative in the sentence are not allowed. The letter s is used as the marker of the verb for third singular person, noun plural and the verb for collective noun. And the using of be, am, is, are, as the predication of sentence and the form of the continuous present tense.

Whereas, grammatical rules in African-American English (AAE) are the use of article, marker s, predication and copula, tenses, negation, habitual be, double subject, double modals and the use of interrogative sentence. The using of article a and an when put before the noun is different from standard English. Noun plural, third singular person verb and possessive phrase are not use the letter s as the marker. Predication in AAE is no to be in the sentence as the predicate and to be as the copula is not used in progressive sentence. AAE is not use the correct tenses in the sentence, especially the sentence with the perfect tense. Ain’t form and double negative in the sentence are commonly used in black people’s daily communication. AAE used be to show their habitual, they use double subject and modals in a
sentence, and the using of direct and indirect question which is different from standard English.

There are 34 sentences found in the dialogue of Remember the Titans film between African-American and American people. The writer has analyzed all sentences in the previous chapter. Syntactic differences between white people and black people in the film are the letter s as the marker of noun plural and verb for third singular person, predication, copula, tenses and negation. The most frequently used is negation which is found in 18 sentences.

B. Suggestion

The writer hopes for all readers to study all Linguistics branches, such as Phonology, Morphology, Syntax, Semantics, Pragmatics, Sociolinguistics and Psycholinguistics further. The writer suggests to the next researchers who are interested in the linguistics study, especially in learning characteristic of Standard American English and African-American English to improve their knowledge about all characteristics of SAE and AAE, such as syntactic characteristics, phonological characteristics, morphological characteristic, etc. in order to they will analyze the differences of SAE and AAE characteristics not only from syntactic differences, but also from phonological, morphological, semantic and pragmatic differences. And the next researchers can analyze the causes of the English variation through sociolinguistics and psycholinguistics approach.
WORK CITED

1. Book


2. Article


Remember The Titans Script - Dialogue Transcript


(Woman In Virginia)
high school football is a way of life. It's bigger than Christmas day. My daddy coached in Alexandria. He worked so hard, my mama left him, but I stayed with Coach. He needed me on that field. Up until in Alexandria, there was no race mixing. Then the school board forced us to integrate. They combined the white school and the black school into one called T. C. Williams High School.

[Shouting]
Murderer! Murderer!

[Sheryl] That summer a black teenager was killed by a white store owner, and the city was on the verge of exploding.

[Buddy Miles] Well, my mind is goin' through some changes You've caused enough damage!
- This is my store!
- Back off.

[Player] Blue left! Blue left! Left!
Come on, Kurt, don't let Ray back you down like that! You're twice his size! Aargh! What are they doing? If they keep playing like that, we'll lose every game!
I didn't think that was so bad. She had to run

[Whistle Blows]
Looks good, Gerry. I can see you been working.

Thanks. Thanks a lot, Coach. Listen, with the schools integrating and all, some of the guys are worried about losing their starting positions.

Well, that's something we're just gonna have to figure out, but you don't worry about that now. You just keep at it. All right?
Yes, Coach.

[Man] Hey, guys! Guys! It's comin' down! It's comin' down at the store! They want to burn the place up 'cause that colored kid got shot. Come on, man, let's go.

Hey. Hey!

[Train Whistle Blows]
Coach?
You just get Sheryl to the school now, Herb.

Sorry

[Tires Squeal]

Get in the truck. Gerry, Alan, Ray, if you ever want to play for me again, get in the truck now. You boys are gonna cool off, come with me to my office, help me finish packing my things. Gerry, son, your heart's in the right place, but you ought to know better than to embarrass the coach like that.
Hell, why don't you just kick them all off the team? I don't want to play with any of those black animals.

Whoa.

[Bertier] I see him.

Who are you?

I'm Herman Boone. I'm the new assistant coach.

[Tyrell] Well, from the looks of things, I'd say we got all the help we need around here. Why ain't you outside there with all your little friends, hollerin'?

This was the time that was arranged for me to meet with Coach Yoast. I never miss an appointment.

Well, maybe you just better reschedule.

Coach Boone, the school board made the decision to put you on my staff. I did not hire you. Well, I came up here to coach at G.W. I didn't ask the schools to redistrict. I didn't ask to be assigned to your staff, so I guess we're both in a situation we don't want to be in. But I can guarantee you this, Coach, I come to win.

Win? Coach Yoast here has been nominated to the Virginia High School Hall of Fame. Winning seasons.

I won a couple of titles down in North Carolina.

That's double 'A' ball. This here's Virginia. We play triple 'A'.

What an opportunity for me then...to learn...from the best.

[Marvin Gaye] Ooh, I bet you're wonderin' how I knew

[Man] Are those people the movers?

[Woman] No. Looks like they're moving in here.

[Woman] How many of them are there?

[Man] It only takes one. Then we're gonna be overrun by 'em.

[Girl] Mommy, where are you taking my teddy bear?

That. Come on, y'all. Ohh. [Laughs]

Where is everybody? Nicky, yes.

[Man] Look there, here comes somemore of'em.

[Woman] That's Dr. Day, that Negro from the schoolboard. What's he doing here?

The school board has decided that Negro Herman Boone is gonna be the head coach at T.C.

It's not fair! My daddy's head coach! This is gonna be his Hall of Fame year!

No one is trying to take away your daddy's future place in the hall. You can't just walk in here and take my daddy's job away!

That is enough, Sheryl. That's enough. Sheryl!

Ow.

I...

it's all right, Bill. I feel the same way. It's those agitators and race-mixers I feel like taking a swat at.

Trouble makers in the Berg are ready to put a torch to the city. to put a torch to the city.

You want us to burn up like Watts? Every head coach in the system is white.

We had to give them something. It's the world we live in, God help us all. I left North Carolina because I was passed over for a job that I had rightfully earned. Gave it to a white coach down there couldn't even tie up his own football cleats.

Now you are asking me to do the same thing to this man? I can't do that.

[Woman] Herman?
Folks in Carolina say you marched with Dr. King. Say you stood toe-to-toe with the Klan. Said you're a race man.
That's right. I'm also a family man.
Coach Boone, black folks have never had anything in this city to call their own except humiliation and despair.
Dr. Day, excuse me. Herman, I think you'd better look outside.

So, you see, we need you, Coach Boone. Come on, meet the people.
Coach Boone, 'm Charles Campbell. This here is my boy Julius. He can be the finest defensive end in the whole state if you push him to it. I've heard a lot about you. You're like an answer to our prayers.

Now, wait a minute. I'm not an answer to your prayers. I'm not a savior
or Jesus Christ, Martin Luther King, or the Easter bunny. I'm a football coach, that's all. Just a football coach.
You're our coach.
You're our coach!
Coach Boone!
[Crowd Chanting]
Boone!Boone!Boone!
[Knock On Door]
What do you want?
Is Coach Yoast here?
We're busy...interviewing for head coaching jobs. Gotten 11 offers and certainly no time for you.
Well, come on in. I've got an office out back.
[Boone] Look, I can't even spell diplomacy, and I'm sorry about the way things went down, but make no mistake, I am qualified to be this school's head coach.
Sure. You've been in, what, or programs in the past years?
[Boone] With or championships.
[Yoast] This isn't about me. I'm worried about my boys.
Well, I ain't gonna cook 'em and eat 'em. The best player will play. Color won't matter. From the looks of our little situation we got here, I'd say it's about all that does.
Yeah, you're right. We're in a tough spot, Coach, you, me, the whole city. I think it would go a long way to smooth things over if you would stay, work on the staff, be a defensive coordinator, assistant head coach.
Work under you?
If that's the way you see it.
Good night, Coach.
It's been a rare privilege to have lived here as long as I have coaching your boys. I'll be taking the year off...
[Man]No.
after which I'll be moving to Loudon and taking the head coaching job at Loudon High.
- I say boycott T.C. Williams!
- Tell 'em, Fred!
Our boys aren't playing for some "Coach Coon!!"
Coach, he stole your job. I'm not playing for him. I started a petition, and I'm sitting this season out. Only place you're going to sit is back in that chair, Gerry. I appreciate it, though.
Boycott T. C.! Boycott the school!
Stop this, Fred.
You know none of these boys can afford to go to some other district just to play ball. They sit this one out, they put their futures on the line.
Coach, I'm out, too. I'm not playing for no thief.
Don't do this. Don't make this any harder for me than it already is.
Coach, if you go, I go.
[Man #] I only play for you, Coach Yoast.
[Man #] Don't go, Coach. You can't leave us.
Coach Yoast! Coach Yoast! Coach Yoast!
We'll be all right, Coach.
I've coached most of these boys since they were your age. I've seen them grow up in front of my eyes, almost like they were my own kids. Almost. This is a heck of a time to be abandoning them to look out for themselves, ain't it?
So...what are you gonna do?
We gonna play someball, y'all! Black inside, black inside, black inside. Uhn, unhn, unh, unhn!
Yo, Petey, how many yards you figure you gonna get this season, bro?
You know, I ain't one to brag, big Blue, but I figure on at least a thousand. But I ain't one to brag.
Didn't I tell you all them white boys weren't gonna play for no brother?
Well, who needs 'em, baby? From now on the Titans gonna be powered by soul power, bro.
! He said soul power!
[Person Blows Whistle]
Shut up.
[Whispering]
Put your hand down.
You're smiling.
Yes.
Yes, sir.
Why are you smiling?
'Cause I love football. Football's fun.
Fun, sir. It's fun?
- Yes.
- You sure?
I think--
Now you're thinkin'. First you smile, then you thinkin'. You think football is still fun?
Uh, yes.
Sir.
- Yes--no, sir.
- No? It was fun.
Not anymore, though, is it?
Not right now. It's not fun anymore.
Not even a little bit.
Uh...no.
Make up your mind. Think since you're thinking. Go on, think. Is it fun?
No, sir.
No? Absolutely not?
Zero fun, sir.
All right, listen up. I'm Coach Boone. I'm gonna tell you all about how much "fun" you're gonna have this season. We leave for camp, Gettysburg College, August 19 th, 5:00 A.M. If you report at 6:00 A.M. you will not be playing football this season, you will be watching. You will wear a jacket, shirt, and tie. If you don't have one, buy one. Can't afford one, borrow one from your old man. If you don't have an old man, then find a drunk, trade him for his. 'Cause I guarantee you there isn't a bum on the street that looks as raggedy and ridiculous as what I'm looking at right now. This is no democracy. It is a dictatorship. I am the law. If you survive camp, you will be on the team. If you survive. Check 'em in, Coach. Checkin' 'em in. I'm Coach Hinds, your offensive line coach. Yell out your name and position starting from the right. Petey Jones, running back. The running back, y'all.

Jerry Harris, quarterback.
Hallelujah! Hallelujah, Rev!
Rev?
It's just a nickname.
And who in the name of heaven might you be?
Louie Lastik, offensive lineman. Naval family, just moved here from Bayonne. Someone said football, so I come runnin'. What's goin' on, everybody?

[Door Opens] With him calling the shots, ain't none of us gonna see nothin' but the bench this year. He ain't calling the shots. You'll play.

[Boone] You have just disrupted my first team meeting in an unacceptable fashion. This is my team now. Either you're with that or you're not. I'm here, ain't I? Let's talk football.
Let's talk football. I run the defense—As a part of my team strategy. Now, I have never seen an assistant coach's name in the newspaper for losing a game. I want a job for Coach Tyrell. He's been with me for years. I won't leave him out in the cold. You don't get me without him.
You're overcooking my grits, Coach. All right. I will allow Coach Tyrell to coach the special team, but I will have my eye on him. And you.
Good morning, good morning, Coaches, how are you?
Good morning to you. Looks good today, doesn't it? Just wanted to let you know what the offense is doing. Awful skinny playbook, ain't it?
I run plays, split veer. It's like novocaine. Just give it time, always works.
See you on the bus.
Be patient, Bill. Your time will come.
Herman, here we go. Here we go.
How can I help you boys?
I'm Gerry Bertier, the only all-American you got on this team. You want any of us to play for you, you reserve half the open positions
for Hammond players, half the offense, half the special teams. We don't need any of your people on defense. We're already set.

Uh-huh. Don’t need none of my people? What did you say your name was, Jerry?

Gerry.

No, you must have said Jerry, like Lewis, which would make you Dean Martin, right? Ladies and gentlemen, I got an announcement to make. We got Jerry Lewis and Dean Martin going to camp with us here this year. Jerry tells the jokes, Dean sings the songs and gets the girl. Let's give them a round of applause. Where's your folks, Gerry? Your parents, are they here? Where are they?

That's my mother.

That's your mama? Very nice. How are you? Take a good look at her. 'Cause once you get on that bus, you ain't got no mama no more. You got your brothers on the team, and you got your daddy. Now, you know who your daddy is, don't you? Gerry, if you want to play on this football team, you answer me when I ask you who is your daddy. Who's your daddy, Gerry? Who's your daddy? You.

Uh-huh. And whose team is this? Is this your team, or is this your daddy's team?

Yours.

Mm-hmm. Get on the bus. Put your jacket on first and get on the bus.

OK.

Uh, Dean? Fix that tie, son.

[Laughing]

All right, listen up, I want everybody off the bus. Let's go. Follow me. Everybody. Let's go right now.

[Boy] Why we got to get off the bus?

[Boy] What are they doing, man?

All right, everybody, off the bus. Listen up, I don't care if you're black, green, blue, white, or orange, I want all of my defensive players on this side, all players going out for offense over here. Right now. Let's move! Let's move! Let's move! Let's move! You and you, offensive bus. Sit together. You and you, defensive bus. Sit together. Get comfortable, too, because the person that I have you sitting next to is the same one you'll be rooming with for the duration of this camp.

Blue, shut up. I don't want to see your smilin' and shuff in', and hear all your minstrel show singing on this bus. You, too.

Got that right.

You can shut up, too.

That's my bed.

And that's his bed.

I ain't lookin' at that for 2 weeks, man. Take it down.

You can close your eyes for 2 weeks, all I care. Why don't you look at your wall and I'll look at mine?

I'll look wherever I want to, and I don't want to be looking at that for 2 weeks.

Then you better use your X-ray vision, Superman, and look right through it,

Aah!

Fight!

Fight?
Fight!
Follow me!
Come on! Come on!
All right,
wait up!
Get off me!
Get off me!
Get him off.
Get off me!
Bunch of tough guys, huh? You look like a bunch of fifth-grade sissies
after a cat fight. You got anger. That's good. You're gonna need it, son. You got aggression. That's even better. You're gonna need that, too, but any -year-old child can throw a feet. Football is about controlling that anger. Harnessing that aggression into a team effort
to achieve perfection! Some coaches, they cut a player if they think he's not up to snuff. When they think he's hurting the team. This is a public school program. I will never, ever cut a player who comes out
to play for me, but when you put that uniform on, that Titan uniform, you better come to work. We will be perfect... in every aspect of the game. You drop a pass, you run a mile. You miss a blocking assignment, you run a mile. You fumble the football, and I will break my foot off
in your John Brown hindparts... and then you will run a mile. Perfection! Let's go to work.
[Boone] Move! Move those feet! Get up, boy! Get up! Get up! Get up! Get up! Get up!
[Coach Blows Whistle] [Yoast] Keep those heads up! Keep those feet moving!
[Boone] Everything we gonna do is changing. We are change. We're gonna change the way we run. We're gonna change the way we eat. We're gonna change the way we block. We're gonna change the way we tackle. We're gonna change the way we win.
[Yoast] Defense is desire! Fire and desire. Defense! Come on!
[Yoast] Keep those legs movin'! Keep those legs apart! Keep movin': keep movin'! Keep that ball with you till you get outta the briar patch.
Show me, son! Show me, 'Bama! Show me, 'Bama! Jump on that ball carrier
like a starving man on a Christmas ham.
Hut!
[Player] Fumble! Fumble!
[Boone] What is wrong with you? Why are you fumbling my football? My blockers were bad. Your blockers ain't got nothin' to do with you holding the ball! Did your blockers fumble the football, or did you fumble the football?
I did, sir.
All right. How many feet are in a mile? How many feet are in a mile? feet! You pick this ball up, you run every one of them! You're killing me, Petey! You're killing me!
What are you doing, man?
Eating lunch.
I see you eating lunch. But why you eating over here? Why don't you go on over there and eat with your people?
Man, I don't have any people. I'm with everybody, Julius.
[Blue] He's just a light-skinned brother.
Yeah, and I'm a dark-skinned cracker.
Come on, Julius, he's just another blessed child in God's loving family.
Come on, Blue, let me--
[Rev] Lord, we come before you today... and ask you to soften big Julius Campbell's heart.
Look at that traitor. And Rev? He better be praying I block for his black behind.
Yeah, but, Ray, if you don't block you're not gonna start.
I'll start.
I'll just bide my time. I got some plays we won the city title with lastyear. Got some trick plays, some stuff that might fire up the boys' imaginations a little bit.
Trick plays? I think unless the boys start having a little fun they're not gonna put points up on that board for you. You worry about your defense. Let me worry about the offense.
All right.
Lastik! I want you to tell me something about one of your black teammates.
Sir, yes, sir! I'm rooming with Blue, sir, and I noticed he wears those leopard-spotted underwears, bikini-style, sir!
OK, maybe somebody who's not your roommate.
Sir, I eat lunch with Rev. That's Jerry Harris, sir! People call him Rev 'cause he's always praying, and he won't abide a foul tongue, sir!
And what is the Rev gonna do after high school?
I don't know. Go to college and all that, I guess.
What about you? You gonna go to college?
Oh, not me, Coach. I ain't a brainiac like Rev.
Think you got a future in football?
Heck, no. I just figure if I got to be in school I might as well hit some people while I'm at it.
All right, I like that. A self-aware man, I like that. But if you don't go to college, it's not gonna be because you're not qualified, so I want you to bring me your test scores at the end of every week, and we'll go over them together, OK? We'll keep that between you and me.
OK.
So, what kind of music does the Rev like?
Me and Rev both dig on The Temptations.
Oh, yeah? If I got to pray Plead for your sympathy! I don't mind!
! 'Cause you mean that much to me! Ain't too proud to beg! OK, all right. Stop begging. Anybody else? No volunteers? Campbell? Bertier? No, huh? Each one of you will spend time every day with a teammate of a different race. You will learn about him and his family, his likes, his dislikes. You will report back to me until you meet every one of your teammates. Until that time, we go to 3-a-day practices. You continue to ignore each other, we'll go to 4
-a-day practices. Now, is there any part of this you don't understand? Let's see. What's your daddy's name? I mean, you do have a daddy right?
I have a father, and his name is Eric. And what's he do? Wait, he does have a job, right?

[Country On Stereo]
They're gonna put me in the movies Huh? Yes! This one. I don't even have to ask, but I will. What do you think of this one? Does the term "cruel and unusual punishment" mean anything to you?

[Coach Blowing Whistle]
minutes to go in the game. The other team is out there, they're retired. Fourth quarter. Fourth quarter. Fourth quarter. Nobody from my family ever went to no college. I'll tutor you, Louie. I'm white trash! I ain't gonna get no C-plus grades! I'm just down-home, no-good, never-goin'-to-no-college white trash, man! Would you hurry up and get off the phone? I got to call my girl, too, man! Say it right now. Oh, oh, don't do this right now. Hey, man, what is this, Wild Kingdom? Shut up, y'all! Mating habits of the mountain gorillas? Gerry, you say it, or I'm not hanging up the phone. Say it right now.
I love you, sugar.
Ha ha ha! 
"I love you, sugar!"
Left!
[Player#] Let's go!
[Player#] Watch it! Watch it!
[Rev] Set! Hut!
[Yoast] Get him! Get him! Get him!
[Bertier] What are y'all doing? stack! You're supposed to know your jobs! Campbell, you're playing selfish, show-off football. Hold your man down. don't you single me out like that. What, you think I'm stupid or something? Listen, I'm the team captain, and I don't need you up in my face--
[Boone Blows Whistle]
[Blue] We're here to play football, y'all. Let's play football. [Sighs] Doc? I got it. Y'all didn't come out here to practice! 'Cause champions pay the price! Lookin' like a bunch of bums out here!
[Blue] Coach, we need a water break. We been out here all day.
[Coach Blows Whistle] What did you say? I said we need a water break. You need a water break. Water is for cowards. Water makes you weak. Water is for washing blood off that uniform, and you don't get no
blood on my uniform. Boy, you must be outside your mind! We are going to do up-downs until Blue is no longer tired and thirsty.

[Whistle]
[Blows Whistle]
[Yoast] Coach!
[Blows Whistle]
There's a fine line between tough and crazy, and you're fritting with it.
[Blows Whistle]
[Blows Twice]
[Boone] All right, get some water.
[Panting]
I'll take that.

Hey, wait your turn, boy.
Who you calling a boy, cracker? Yaah!

Quit it, jerks! Come on! You're all acting like a bunch of sissies!
[Sheryl] Quit it!
[Players Shouting]
[Gasping]
All right, man, listen. I'm Gerry, you're Julius. Let's get some particulars and just get this over with, all right?
- Particulars?
- Yeah.

No matter what I tell you, you ain't never gonna know nothing about me.

Listen, I ain't runnin' any more of these 3-a-days.
What I got to say, you really don't want to hear 'cause honesty ain't too high on your people's priority list.
Honesty? You want honesty? All right, honestly, I think you're nothing. Nothing but a pure waste of God-given talent. You don't listen to nobody, man. Not even Doc or Boone! Shiver push on the line every time, man. You blow right past 'em! Push 'em! Pull 'em! Do something! You can't run over everybody in this league, and every time you do, you leave one of your teammates hanging out to dry--me in particular!

Why should I give a hoot about you, huh? Or anybody else out there? You want to talk about a waste, you the captain?
Right.

Captain's supposed to be the leader, right?
Right.

You got a job? You been doing your job?
I've been doing my job.

Then why don't you tell your white buddies to block for Rev better? 'Cause they have not blocked for him worth a plugged nickel, and you know it! Nobody plays! Your self included! I'm supposed to wear myself out for the team? What team?! No. No, what I'm gonna do is, I'm gonna look out for myself, and I'm gonna get mine.

See, man? That's the worst attitude I ever heard.
Attitude reflects leadership, Captain.