

## THE UNFAIR TREATMENT ISSUES TOWARDS AFRICAN-AMERICAN WOMEN AS PORTRAYED IN *HIDDEN FIGURES* FILM

Indah Sari, Satyawati Surya, Fatimah M

Department of English Literature, Faculty of Cultural Sciences,  
Mulawaman University  
E-mail: sariindahsr@gmail.com

### ABSTRACT

This study describes the types of gender discrimination and racial discrimination that are obtained by African-American women characters the in *Hidden Figures* film. In order to describe the two unfair treatments, this study uses two theories such as Lorber's gender inequality and Miles' racism. The research design was descriptive qualitative. The data of this study were taken from *Hidden Figures* film in the forms of words and scenes related to the two concerns of unfair treatment. This study found eight data of gender discrimination and ten data of racial discrimination that were obtained by the three African-American women characters of *Hidden Figures* film. The result of this study showed that: (1) Katherine obtained the treatments of gender discrimination through educational and cultural aspects and racially discriminated through the institutional and ultimately teleological racisms; (2) Dorothy obtained the gender discrimination treatments through the aspect of culture and racially discriminated by the institutional and ultimately teleological racisms; and (3) Mary obtained the gender discrimination treatments through the educational, cultural, and racial aspects and racially discriminated by the institutional racism. This study concludes that the three African-American women experience unfair treatments in two forms which are the gender discrimination and racial discrimination.

**Keywords:** unfair treatment, gender discrimination, racial discrimination

### ABSTRAK

Penelitian ini mendeskripsikan tentang tipe-tipe diskriminasi gender dan diskriminasi ras yang didapatkan oleh karakter-karakter perempuan keturunan Afrika-Amerika dalam film *Hidden Figures*. Agar dapat mendeskripsikan gambaran mengenai kedua bentuk perlakuan yang tidak adil tersebut, maka penelitian ini menggunakan teori ketidaksetaraan gender dari Lorber dan teori rasisme dari Miles. Penelitian ini merupakan penelitian deskripsi kualitatif. Data-data yang diambil berasal dari film *Hidden Figures* yang berbentuk kata-kata dan

adegan-adegan yang berhubungan dengan pembahasan kedua perlakuan tidak adil tersebut. Penelitian ini menemukan delapan data diskriminasi gender dan sepuluh data diskriminasi ras yang didapatkan oleh karakter-karakter perempuan keturunan Afrika-Amerika dalam film *Hidden Figures*. Hasil penelitian ini menemukan bahwa: (1) Katherine mendapatkan perlakuan diskriminasi gender melalui aspek-aspek edukasi dan budaya dan didiskriminasi secara ras melalui rasisme institusional dan teleologikal ultimat; (2) Dorothy mendapatkan perlakuan diskriminasi gender melalui aspek budaya dan didiskriminasi secara ras melalui rasisme institusional dan teleologikal ultimat; (3) Mary mendapatkan perlakuan diskriminasi gender melalui aspek-aspek edukasi, budaya, dan ras serta didiskriminasi secara ras melalui rasisme institusional. Penelitian ini kemudian menyimpulkan bahwa ketiga karakter perempuan keturunan Afrika-Amerika tersebut mendapatkan perlakuan tidak adil dalam dua bentuk yaitu diskriminasi gender dan diskriminasi ras.

**Kata Kunci:** perlakuan tidak adil, diskriminasi gender, diskriminasi ras

## A. INTRODUCTION

In general, gender discrimination and racism are generally discussed as pertaining to women, but everyone, regardless of gender identity can experience the unfair treatments of gender discrimination and racism. In this study, the researcher analyzes the unfair treatment issues toward African-American women of *Hidden Figures* film. The researcher examines unfair treatment issues of the three main characters: Katherine G. Johnson, Dorothy Vaughan, and Mary Jackson.

The researcher combines two theories such as gender inequality theory by Judith Lorber and racial discrimination theory by Robert Miles. The researcher uses Lorber's theory to analyze the gender inequality relationship between men and women characters in the film. The researcher also uses Miles' theory about racism to analyze the racial discrimination that African-American women received from white people in the film.

## B. THEORETICAL FRAMEWORK

### 1. CHARACTERIZATION

To understand the character(s), it needs to know the characterization. It is a literary device to highlight and explain the details about a character in a story. It is the starting stage in which the character with noticeable emergence and then following the introduction of the character. There are two characterization approaches delivered by the author about the certain character and build an image of him or her, namely, directly (explicit) and indirectly (implicit) characterization.

Explicit characterization takes a direct approach to build the character for instance, using another character, narrator or protagonist herself to tell the audience

(Gill 273). However, implicit characterization is the performed by the audience in understanding the character by observing his or her thought process, behavior, speech, way of talking, appearance, the way of communication with other characters and by discerning the response of the characters (273).

## **2. GENDER INEQUALITY BY JUDITH LORBER**

According to Lorber in her book *Gender Inequality*, gender inequality is built into the structure of the gendered social because the two statuses women and men are treated differently and have significantly different life chances (9).

### **a. Economic Aspect**

Women often receive lower pay for the same or comparable work and they are frequently blocked in their chances for advancement, especially to top positions (5). Furthermore, women are limited to access wider ranger for occupation since the internalized society perceive them as the based-home creature.

### **b. Social Aspect**

The gender inequality towards women occur through the regulations of health systems, sexual and non-sexual violence, and human trafficking issues (5). Men are being prioritised in every aspect of life.

### **c. Cultural Aspect**

Women are treated as the second sex. Most of cultural values put women in many disadvantages such as the portions of housework in marriage life are bending too much on the women side (5). Religions also play their cards in legitimating the social arrangements that support inequality such as the rule that saying women should serve their husbands all the time required.

### **d. Educational Aspect**

Women are limited to obtain higher education (5). This idea works under the pretext of 'women will end up as someone's wife eventually' which implies that there is no use to get higher education.

### **e. Racial Aspect**

Women who come from the minority group are doubled to receive unfair and racism treatment (6).

## **3. RACIAL DISCRIMINATION BY MILES**

As stated by Miles, there are three types of conceptualization of racism such as institutional racism, ultimately teleological, structural domination. The explanation of each type is explained below:

## **a. Institutional Racism**

According to Miles, “concept of institutional racism, qua a reductionist concept implying that only ‘whites’ are racist and only ‘blacks’ the victims of racism, can be criticised on a number of grounds” (72).

## **b. Ultimately Teleological**

This concept of racism is ultimately teleological. Katz explains that “racism is a disease that all ‘white’ people ‘have’, and if racism is ‘perpetuated by whites through their conscious and or unconscious support of a culture and institutions that are founded on racist ‘policies and practices, then all ‘white’ actions (and inactions) are racist” (10).

## **c. Structural Domination**

According to Miles, “definition of racism as a structural domination of ‘black’ by ‘white’ limits the scope of analysis to a limited range of historical instances. It excludes many conjectures in which, by another definition, a racist ideology has been expressed in order to legitimate exclusionary practices, but where the object of racism was not ‘black’ people” (128).

## **4. PREVIOUS STUDIES**

The first research comes from Destri Delastuti of Diponegoro University (2017), *The Representation of Female Characters as Black Feminists in Hidden Figures Movie*. Delastuti’s research discusses the intrinsic elements of the movie such as characters, setting, and conflicts. In addition, she also discusses the characteristics and the thoughts of black feminist reflected in the female characters, Taraji P. Henson. Delastuti reveals that women as a part of society that have been stigmatized differently from men physically and intellectually.

The second research written by Tiara Ika Putri Christianingrum of Sanata Dharma University (2018) is entitled *The Struggle of African American Women Against the Double Discrimination Revealed in Hidden Figures*. In her research, Christianingrum discusses about how hard the African-American women could fight for equality of their race and gender in NASA during the Cold War era. She also shows how the African-American women cope with the condition.

## **C. RESEARCH METHOD**

The design of this study was descriptive qualitative research. Vanderstoep and Johnston say that “qualitative research is a study that produces narrative or textual descriptions of the phenomena under study” (7). Moreover, the purpose of

qualitative research is more descriptive than predictive (167). In this study, the researcher controlled the analysis of the data in the research. The researcher conducted the study by analyzing a literary work by using the theories that she applied on the study with her own understanding.

This study used a *Hidden Figures* film and its film script as the source of data for the research analysis. The data that were analyzed in this study came in forms of narrations, dialogues, conversations, and some scenes of film script with explanation of actions of the characters. The method of the data collection for this study was observation method. First step was watching *Hidden Figures* film, listening carefully to the conversation presented in the film, and reading the script of the film repeatedly in order to get the better understanding of every scene and content of the story and taking notes of all the important information in the film. The second step was choosing and selecting the data related to the research problems in this study.

The steps of the data analysis conducted in this study followed the three steps of Miles and Huberman. The first step was data reduction where the researcher reduced the data collected into the real data needed and the non-data needed to be used in this study. The second step was displaying data through descriptions. The third step was drawing conclusions after finding out the answers of the research questions in this study.

## **D. FINDINGS AND DISCUSSION**

### **1. FINDINGS**

In analyzing the gender discrimination treatments towards the three main characters, this study used gender inequality theory by Lorber. Meanwhile, in analyzing the racial discrimination towards the three main characters were conducted through the use of racial discrimination theory by Miles.

#### **a. Gender Discrimination Towards Katherine G. Johnson Character**

Katherine G. Johnson was described as an African-American woman who posed a great intelligence in mathematics. Even among the men colleagues, her intelligence surpassed them. Unfortunately, it was not a smooth path for her to be acknowledged of the intelligence due to her gender as the second sex. As the result, Katherine obtained the gender discrimination treatment in the educational aspect.

Data 1

Mr. Harrison : Give her everything she needs to work on Shepard's trajectories. Without redaction. Are we clear on that?

Mr. Stafford : Are we sure about this?

Mr. Harrison : What's the issue, Paul? You heard her. She's not a spy.

Mr. Stafford : **I – I just don't think it's a good idea.**

(Minute 45:27 – 45:39)

One of Katherine's man colleagues who discriminated her genderly was Mr. Stafford. Mr. Stafford treated Katherine unfairly in the educational aspect because she was a woman. As a colleague, he refused to acknowledge Katherine's intelligence and capability in the space program that blocked to the career advancement. As the result, she encountered unnecessary difficulties in her work due to gender discrimination treatments by Mr. Stafford.

In finding out the types of gender discrimination treatment obtained by Katherine as shown in the data 1<sup>st</sup>, the researcher applied the explicit characterization. It could be seen by Mr. Stafford's explicit statement that he refused to include Katherine who was a women to work in the space task group.

Another form of gender discrimination treatment that Katherine obtained was in the aspect of culture. Living under the patriarchal society meant that she had to deal with the stereotypes of how women should live their life. One of the stereotypes was that the world of women revolved around only in caring and nurturing their family due to their tenderness nature.

Data 3

Jim : **They let women handle that sort of ...** Uh... That's not what I mean.

Katherine : What do you mean?

Jim : I'm just surprised that something so... taxing...

(Minute 36:29 – 36:46)

Here, Katherine received the gender discrimination treatment in the cultural aspect when Jim commented on NASA's policy in employing women. He thought that NASA was meant only for men which made it impossible for women to be part of NASA's projects. The cultural aspect of Jim's comment was shown on the fact that he believed in the culture of patriarchal society for separating occupations based on one's gender identity: that women were not capable of doing the men's jobs (status quo of men over women).

The characterization performed on data 3<sup>rd</sup> was implicit. It was because Jim's statement was a vague one. He did not finish his sentence. However, judging by the way Katherine responded to his statement, it helped the researcher to perform the implicit characterization to state that Jim's statement contained the tone of gender discrimination issue.

### **b. Gender Discrimination Towards Dorothy Vaughan Character**

Another main character who obtained the gender discrimination treatments was Dorothy Vaughan. She was described as an Africa-American woman who

worked as a manager of the black women employees for NASA. The aspect of gender discrimination that Dorothy received was culture. She received the same kind of stereotypical comment of her occupation as the one that Katherine once received.

Data 4 min. 04:59 – 05:08

Police Officer : NASA. Now that's something. **I had no idea they hired . . .**

Dorothy : There are a quite a few women working in the space program.

(Minute 04:59 – 05:08)

The man police officer unconsciously displayed his belief to the way culture of patriarchal society set values towards women: working in the space program was not for women. It was expected for the police officer to react the way he did as shown in the data 4<sup>th</sup> since he believed this culture's idea towards women. The culture of patriarchal society legalised the practice such as status quo (men over women) that most of times was violated to disregard women's concerns. Therefore, it was clear that Dorothy received the gender discrimination treatments of culture through the stereotypical comment of the man police officer.

Implicit characterization was a form of characterization that helped the researcher to find out the type of gender discrimination obtained by Dorothy as shown in data 4<sup>th</sup>. The male police officer's statement was not complete because his statement was interrupted by Dorothy. The researcher interpreted the conversation between Dorothy and the male police officer into another level.

### **c. Gender Discrimination Towards Mary Jackson Character**

Mary Jackson appeared to obtain the most aspects of gender discrimination treatments such as education, culture, and race. The first aspect of gender discrimination treatment that Mary obtained was in educational aspect. Although Mary Jackson already had her bachelor degree in mathematics and physical science (in which the qualification she had pointed out during her conversation with Mrs. Mitchell), she was still not able to participate in the training program.

Data 6

Mary : I'm Mary Jackson. I'm enrolled.

Man Lecturer : **Well, the curriculum is not designed for teaching a woman.**

(Minute 1:31:12 – 1:31:19)

As shown in data 6<sup>th</sup>, Mary was able to pave her path to have the advanced courses in Hampton High School. At the same time, it seemed that the men in her new class could not comprehend the fact that a woman was allowed and able to

take the science class. This fact was displayed through the man lecturer's statement that his class did not provide the curriculum for teaching woman.

In data 6<sup>th</sup>, the characterization performed was the explicit one. It was because the statement of the male lecturer was a direct one. He stated that the curriculum provided in the school was not meant for woman due to the fact that Mary was a woman.

The second aspect of gender discrimination treatment that Mary obtained was through culture. She received the stereotypical comment from her own husband about women's nature to stay at home.

Data 7

Levi : You're gonna eat them greens, too. Kids need to eat their vegetables. **You'd know that if you was ever home.**

Mary : You'd better settle down, Levi Jackson. Unless you want this female's mind right here, in front of everybody.

(Minute 34:06 – 34:18)

Levi produced a stereotypical comment towards Mary by saying that she rarely presented herself at home. This comment of him became a stereotypical one since it implied the meaning that Mary should stay at home due to her roles as a wife and a mother. This fact showed that he agreed with the culture of patriarchal society which forced women to do domestical activities only.

In data 7<sup>th</sup>, the characterization done was in the implicit form. Judging by the way Levi as Mary's husband expressed his annoyance on the fact that his wife was so busy pursuing her engineering career, the researcher took it as an implicit characterization. Levi told Mary about his annoyance through the patriarchy old-school value about what women should and should not do in a sarcastic way.

The last aspect of gender discrimination treatment that Mary received was race. Mary's identity as a black woman had put her into more disadvantages in gender discrimination issue than any non-colored woman in general.

Data 8

Mr. Zielinski : There is another opening in the Engineer Training Program.

Mary : Flat head rivets would reduce wind drag.

Mr. Zielinski : Mary, a person with engineer's mind should be an engineer. You can't be a computer the rest of your life.

Mary : Mr. Zielinski. **I'm a Negro woman.** I'm not gonna entertain the impossible.

(Minute 15:05 – 15:22)



Although Mary achieved the approval to join the program by her man superior, yet this fact merely was not enough. She needed a new policy from NASA that commisioned colored women to join the engineer program as men did. The characterization performed to identify the type of gender discrimination of data 8<sup>th</sup> was explicit. It was because Mary was the one stated directly about the existence of gender discrimination in the aspect of race that she would undoubtedly obtaine in her current working field.

#### **d. Racial Discrimination Towards Katherine G. Johnson Character**

There were two forms of racial discrimination that Katherine G. Johnson obtained in the film, institutional racism and ultimately teleological racism. Katherine had an opportunity to work in the space task group handling with geometry since the group was in desperate need of one. Although she was able to prove her intelligence, yet the fact that she was the only black person in the room was inevitable. This condition was obviously becoming an issue since NASA still practised the segregation treatments among their employees.

Data 9

Katehrine: May I ask where the ladies' room is?

Ruth : Sorry. **I have no idea where your bathroom is.**

(Minute 21:23 – 21:27)

By Ruth's statement saying 'Katherine's bathroom' did not mean that Katherine exclusively obtained her own bathroom. It was the other way around since this statement referred to Katherine's identity race as a black person. She could not use the same bathroom as the white ladies used and thus, needed to find her 'own kind' of bathroom. Based on this fact, Ruth's response was identified as an institutional racism.

In data 9<sup>th</sup>, the researcher identified the type of racial discrimination obtained by Katherine as the institutional racism was through the implicit characterization. It was because the response given by Ruth character towards Katherine's question. Ruth did not respond to her question as blatantly discriminating, but she used a sarcastic form as the reply.

Katherine also obtained another form of racism treatment which was the ultimately teleological. In this form, she was treated degradingly as a human being. The racism act occured on Katherine's first day to work in the space task group.

Data 11

Mrs. Mitchell : **They've never had a colored in her before, Katherine. Don't embarass me.**

(Minute 16:21 – 16:23)

Mrs. Mitchell stated that Katherine must be careful for not embarrassing her during Katherine's time working in the space task group. Her statement might not be taken as a racial treatment if she did not insert the word 'colored' beforehand. Unfortunately, Mrs. Mitchell included the word 'colored' in her statement that implied her intention to degrade Katherine's race identity. She assumed that black people were not in the same level as white people.

The characterization done in data 11<sup>th</sup> was through the explicit form. Mrs. Mitchell as Katherine's superior directly and explicitly warned Katherine for not behaving in any way that her people (black people) would usually do which was to bring embarrassment. Therefore, it was clear that explicit characterization existed in data 11<sup>th</sup>.

### **e. Racial Discrimination Towards Dorothy Vaughan Character**

Similar to what Katherine obtained as the form of institutional racism, Dorothy Vaughan also received the same treatment. It was the segregation. This fact made sense to occur to black people in the film since the background setting of this film portrayed the condition where Virginia state legitimated the practice of segregation under the Jim Crow law during 1870s to 1960s.

Data 13

White Woman Librarian : We don't want any trouble in here.

Dorothy : Oh, I'm not here for any trouble, ma'am.

White Woman Librarian : What are you here for?

Dorothy : A book.

White Woman Librarian : **You have books in the colored section.**

(Minute 49:42 – 49:50)

Based on the white woman librarian's statement that Hampton Public Library had colored section books, it showed the existence of segregation practice. As a public institute, Hampton Public Library legitimated and practised the segregation act in which categorizing any white person who performed the segregation act towards any black person into the institutional racism. It facilitated the racial treatments to be carried out.

The characterization done to data 13<sup>th</sup> was the explicit form. It was due to the fact that both Dorothy and the white woman librarian realised the existence of segregation that was still legal at the time they had this conversation. This fact influenced the way these two women understand each other real intention during the conversation.

The second form of racism treatment that Dorothy Vaughan received was the ultimately teleological racism. Dorothy obtained this form of racism from the same colleague in NASA, Mrs. Mitchell. At the time when Dorothy asked for explanation of why NASA refused to assign colored people as the supervisor, she

was responded by a racial comment. The racial comment of Mrs. Mitchell showed the practice of ultimately teleological racism among the NASA employees.

Data 14

Mrs. Mitchell : **They're not assigning a permanent supervisor for the colored group.**

Dorothy : May I ask why?

Mrs. Mitchell : I don't know why. I didn't ask why.

(Minute 12:16 – 12:24)

Mrs. Mitchell told Dorothy that NASA refused to assign colored people into the position of supervisor. Obviously, this explanation left a big question for Dorothy. She was indeed well aware that NASA publicly performed the segregation act as well as any other institute in Virginia state. This supposedly meant that NASA only performed the institutional racism. However, by refusing to assign colored people into certain positions had signified that NASA apparently practised another form of racism which was the ultimately teleological.

In data 14<sup>th</sup>, the researcher was able to identify the types of racial discrimination obtained by Dorothy as the ultimately teleological was through the implicit characterization. The reason was laid on Mrs. Mitchell's statement when she mentioned the words 'colored group.' It was clear that NASA performed the ultimately teleological racism. This fact was seen through Mrs. Mitchell as one of the superiors in NASA which indicated that she was part of the higher ups in NASA.

## **f. Racial Discrimination Towards Mary Jackson Character**

As the last character, Mary Jackson also appeared to be treated racially in the film. In her case, she only obtained one form of racial treatments which was the institutional racism.

Data 17

White Woman Administrator : Mrs. Jackson. **Colored seats are at the back of the court room.**

Mary : Thank you, ma'am.

(Minute 58:13 – 58:17)

It was a well-known fact that Virginia state was a segregated area. Every single institution and/or facility was separated based on one's race: white people and coloured people. At the time when Mary visited the Hampton Court to obtain the local law's approval in attending the courses in Hampton High School, it was expected to have Mary received a segregation act. As shown in data 17<sup>th</sup>, the white woman administrator of the Hampton Court told Mary the seats' location of coloured people which implying that she was prohibited to take a seat that belonged

to the white people in the court room. Obviously, this statement of the white woman administrator displayed the way segregation worked in Virginia.

The characterization done in data 17<sup>th</sup> was through the form of explicit characterization. It was due to the fact that segregation system was still legally performed during the time setting in this film. When the white woman administrator casually directed Mary to the colored seats, it was nothing new. It was a norm back then.

## **2. DISCUSSION**

This study aims to discuss about the unfair treatments towards the three African-American women characters of *Hidden Figures* film: Katherine G. Johnson, Dorothy Vaughan, and Mary Jackson. The unfair treatments concerned in this study are about gender discrimination and racial discrimination. In the case of gender discrimination treatments, the three women characters obtain different aspects of unfair treatments. Katherine G. Johnson character obtains two aspects of gender discrimination treatments such as education and culture. In the aspect of education, Katherine is prevented from advancing her career as the mathematician in NASA. In the aspect of culture, Katherine obtains the gender discrimination treatment through stereotypical comment about women's occupation in a patriarchal society. The stereotypical comment is made by a man named Jim Johnson. He displays his unconscious belief towards the culture of patriarchal society by stating out his surprised feeling after knowing Katherine's occupation as a mathematician in NASA.

Dorothy Vaughan character obtains one aspect of gender discrimination treatment which is culture. She receives a stereotypical comment about women's occupation in a man-perceived occupation. The fact that Dorothy is able to work in the computer field in NASA seems to pose as an unexpected event for the man police officer (as the one who produces the stereotypical comment towards Dorothy). His statement implies of a disbelief for having women work in a space program. The man police officer assumes that kind of field is meant only for men which is the exact idea that the culture of patriarchal society has sown into its people.

Mary Jackson character obtains the most amount aspects of gender discrimination treatments compared to the other two characters. She receives three different aspects such as education, culture, and race. In the aspect of education, Mary is not able to pursue her dream career as an engineer due to the policy applied in NASA. In the aspect of culture, Mary receives the stereotypical comment from her own husband regarding her current occupation in NASA. It seems that her occupation costs her to spend time outside of home more than the time she can spare at home. Mary's husband, Levi produces the stereotypical idea about women's occupation based on the culture of patriarchal society. In the aspect of race, Mary is not able to pursue her dream career to be an engineer due to the

policy applied in NASA. They do not allow a woman and a black person at that to occupy such position.

In the case of racial discrimination, the three main characters obtain two forms of racial acts and comments through institutional and ultimately teleological racisms. Katherine G. Johnson receives both racial forms in the film. In the form of institutional racism, she is treated segregately during her work hours in NASA. In the form of ultimately teleological racism, she receives the degrading comment and behaviour from NASA employees regarding her identity race as a black person.

Dorothy Vaughan character also receives two forms of racial discrimination similar to Katherine's case. In the form of institutional racism, Dorothy obtains a segregation act from a white woman librarian in Hampton Public Library. She is kicked out of the library after looking for a book in the white section. In the form of ultimately teleological racism, Dorothy receives three unfair treatments from a certain person in NASA, Mrs. Mitchell. The unfair treatments relates to Dorothy's intention for advancing her career to be a supervisor in NASA. It seems that NASA applies an unwritten policy for prohibiting colored people to occupy higher positions.

Mary Jackson character obtains the racial discrimination through one form of institutional racism. She is treated segregately due to her race identity as a black person. The segregation acts are addressed towards Mary during her visit in Hampton Court as she wishes to obtain the approval for attending one of the white schools in Virginia.

The findings of this study display some similarities and differences with the findings of two previous studies. The first previous study is entitled *The Representation of Female Characters as Black Feminists in Hidden Figures Movie* by Destri Delastuti. This study concerns to discuss about the intrinsic elements and characteristics and thoughts of black feminist as portrayed in the main characters of *Hidden Figures* film. The result of Delastuti's study shows that Katherine G. Johnson, Dorothy Vaughan, and Mary Jackson characters are stigmatized in the terms of gender discrimination with men.

Comparing the findings of Delastuti's study with this study's displays a similarity and difference. The similarity appears on the fact that both studies claim to have the three main characters of *Hidden Figures* film (Katherine G. Johnson, Dorothy Vaughan, and Mary Jackson) experience the gender discrimination treatments in the patriarchy society that they live in. However, the difference of findings appears on one fact that in this study, the three characters also obtain another form of unfair treatments given by the society they live in. It is the racial discrimination. The three characters experience two forms of racial discrimination (the institutional racism and ultimately teleological racism) both in actions and utterances.

The second previous study is entitled *The Struggle of African American Women Against the Double Discrimination Revealed in Hidden Figures* by Tiara Ika Putri

Christianingrum. In her study, Christianingrum concerns to discuss about the struggles that African-American women characters of *Hidden Figures* film perform to overcome the unfair treatments they receive both in terms of gender and race. The results of Christianingrum's study shows that the struggles performed by the African-American women characters are able to give them 'a room of their own'. Even after being treated unfairly, the African-American women characters prove that their identity as black women are so powerful that they can take down the obstacles and disadvantages addressed towards them.

The same finding of Christianingrum's study is also identified in this study's findings. Katherine G. Johnson, Dorothy Vaughan, and Mary Jackson characters indeed obtain disadvantages of being treated unfairly due to their identity as black women. Yet, this condition does not put out their flames to achieve successful things in life. They show that the life is unfair at some points, but this fact implies one obvious thing that living a life requires more than just a will.

The difference part between Christianingrum's study with this study is on the findings that this study identifies specific forms of unfair treatments that the three characters obtain in the film. In the form of gender discrimination treatments, the three characters obtain three aspects which are education, culture, and race. Meanwhile, the forms of racism treatment addressed towards the three characters appear as institutional and ultimately teleological racisms.

## **E. CONCLUSIONS**

The researcher can conclude that Katherine G. Johnson, Dorothy Vaughan, and Mary Jackson receive the unfair treatments of gender discrimination and racial discrimination. In the case of gender discrimination, the three African-American women characters obtain different treatments. Katherine G. Johnson obtains the gender discrimination treatments through the aspects of education and culture. Dorothy Vaughan obtains the gender discrimination treatments through the aspect of culture. Mary Jackson obtains the gender discrimination treatments through the aspects of education, culture, and race.

In the case of racial discrimination, the three African-American women characters receive two forms of racial discrimination which are institutional racism and ultimately teleological racism. Katherine G. Johnson obtains the treatments of institutional racism (from NASA as the institution) and ultimately teleological racism (from the white colleagues) in her work environment in NASA. Dorothy Vaughan receives the treatment of institutional racism in the Hampton Public Library as a public institute. Meanwhile, she obtains the treatments of ultimately teleological racism in NASA from her white senior colleague. Mary Jackson the only character who does not receive the treatments of ultimately teleological racism. Yet, she still goes through the treatments of institutional racism in the

Hampton Court as a public institute when she proposes for an approval attending the courses in Hampton High School.

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