

RACIAL DISCRIMINATION IN *HIDDEN FIGURES* (2016)

Jela Milenina Purasih

English Literature Study Program, Faculty of Languages and Arts, Universitas Negeri Surabaya

jela.19061@mhs.unesa.ac.id

Abstrak

Permasalahan diskriminasi pada masyarakat dengan kuasa lemah masih menjadi persoalan serius yang dalam kehidupan sehari-hari. Salah satu bentuk diskriminasi tersebut adalah diskriminasi ras yaitu perlakuan yang tidak adil karena perbedaan warna kulit. Salah satu film yang menceritakan mengenai diskriminasi ras adalah *Hidden Figures* (2016). Film ini menggambarkan tentang perempuan Afrika-Amerika yang bekerja di NASA selama *Space Race* dan kesulitan mereka sehari-hari sebagai minoritas. Tujuan dari penelitian ini adalah untuk menganalisis dan membahas bagaimana diskriminasi rasial digambarkan dalam film *Hidden Figures* (2016). Serta bagaimana karakter perempuan mengatasi diskriminasi rasial pada film *Hidden Figures* (2016). Penelitian ini menggunakan pendekatan kualitatif. Sedangkan, metode pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan mengumpulkan tangkapan layar pada adegan-adegan penting dalam film *Hidden Figures* (2016). Dua teori utama yang digunakan untuk menganalisis dan membahas fenomena terkait yaitu, *The Three Levels of Racism* oleh Day (2016) and *The Resistance Strategy* oleh Shorter-Gooden (2004). Hasil analisis menunjukkan bahwa film ini memiliki tiga tingkat rasisme yang dijelaskan oleh Day (2016) yaitu Institutionalized Racism, Person Mediated Racism, and Internalized Racism. Selain itu, film ini menggambarkan bagaimana tokoh-tokoh perempuan menggunakan sumber eksternal dan strategi khusus untuk menghadapi diskriminasi yang mereka terima.

Kata Kunci: Diskriminasi Rasial, Perempuan Ras Kulit Hitam, Strategi Coping, Konsepsi Biologis

Abstract

The problem of discrimination in communities that have less power is still prevalent in everyday life. One kind of discrimination is racial discrimination which is unfair treatment due to differences in skin color. One of the movies that talk about racial discrimination is *Hidden Figures* (2016). This movie illustrates African-American women who worked at NASA during the Space Race and their daily struggles as a minority group there. The purpose of this research is to analyze and discuss how racial discrimination is depicted in *Hidden Figures* (2016) and how the female characters cope with it in *Hidden Figures* (2016). This research used a qualitative approach. Moreover, the data collection method in this research was by observing the movie and capturing the important scenes in *Hidden Figures* (2016). Two main theories were utilized in analyzing and discussing the phenomenon namely *The Three Levels of Racism* by Day (2016) and *The Resistance Strategy* by Shorter-Gooden (2004). Based on the analysis, it shows that the movie has all of the 3 levels of racism mentioned by Day (2016) which consists of Institutionalized Racism, Person Mediated Racism, and Internalized Racism. Also, the movie depicts how the female characters use external resources and specific strategies to cope with racial discrimination.

Keywords: Racial Discrimination, Black Women, Coping Strategy, Biological Conception

1. INTRODUCTION

The problem of discrimination is also aimed at some cases such as race. This discrimination against certain races can be said to be racial discrimination or racism, as stated by Vidal (1996:71) racism is a form of violence towards another race as an act of domination involving specific behaviors and actions. One kind of discrimination

is racial discrimination. Racial discrimination can lie in things that are taken for granted by people who have their privileges in this modern era, as stated by Kwate and Goodman (2015:715) Racist victims may experience unfair treatment, including the loss of their civil rights, physical and mental assault, and social inequity. It is such a maltreatment to the level that the things mentioned above

have nothing to do with someone's qualifications, but instead, it depends on their skin color.

One literary work that depicts racial discrimination is *Hidden Figures* (2016) a biographical movie directed by Theodori Melfi is based on a non-fiction book with the same title by Margot Lee Shetterly, which tells about African-American women who work at NASA during the Space Race. In the movie *Hidden Figures* (2016) movie, social issues such as racial discrimination are at the core of the movie. The movie starring Taraji P. Henson, Octavia Spencer, and Janelle Moañe as the three main players tell about the blocks they have to face since they were young because they were born black. Their barriers are also getting heavier because they are born as women and the work-goals they dreamed of are dominated by men. The three main actors; Katherine, Dorothy, and Mary continued to struggle to achieve their goals and did not waste the efforts they had been making since the beginning as stated by Deva & Khoir (2022:22) minor groups with strong racial identities will have a better ability to cope with pressure than comparable to groups with low racial identities.

Several previous analyses on how racial discrimination and coping strategy of racial discrimination is depicted in *Hidden Figures* (2016) or other movies. The study conducted by Febriany (2020:10) discusses racism in the *Hidden Figures* (2016) where the study is focused on the types of racism that occurred in various fields in America in 1960 and found that racism occurred in education, social, facilities, and workplaces. The study conducted by Anriadi et al., (2022:85) discussed descriptions of various types of racial discrimination perpetrated by the upper class against the lower class and social discrimination in the United States in the 19th century using Goldman's Genetic Structuralism in the movie "*12 Years a Slaves*" (2013). This study analyzes the depiction of racial discrimination at work with two forms of racism; verbal and non-verbal. Ikawati (2018) with the titled "*Afro-American Women Discrimination on Hidden Figures: A Critical Discourse Analysis*" investigates the discrimination of Afro-American women depicted in *Hidden Figures* (2016). The result shows that the discrimination is at the micro level and macro level. On a micro level, the movie discrimination shows level and cause. The level of discrimination depicted in *Hidden Figures* (2016) is individual discrimination, meanwhile based on the cause, the discrimination depicted in the movie is racism and sexism. Based on the analysis of Systemic Functional Grammar (SFG) by Halliday (2004) shows the five processes of manipulation such as material, relation, mental verbal, and existential process.

Meanwhile, Irwan, Perwi, and Yovinza (2023) through their analysis of racism in *Hidden Figures* (2016) by using The Racial Critical Theory by Delgado & Stefanic (2017) shows that *Hidden Figures* (2016) highlight the quest for quality and the battle of a female character to against the prejudice of African-American women in United State both in their personal dan career lives. The movies have greatly portrayed how black women overcome a variety of biases, discrimination, sexism, and racism. The racial discrimination depicted in the *Hidden Figures* consists of several types such as individual racism, institutional racism, and structural racism.

The studies used different theories that explained the kinds, types, or levels of racial discrimination that happened in society and then carried out a deep analysis of how racial discrimination is depicted in the movie as an object of the research. Therefore, the purpose of this research is to provide an in-depth analysis of how is racial discrimination depicted in *Hidden Figures* (2016) and how female characters cope with racial discrimination in *Hidden Figures* (2016) using different theories. By using different theories, the researcher believes that this study can provide a new analysis and result on the topic of racial discrimination that is depicted in a movie. This research will use Three Levels of Racism by Day (2016) and The Resistance Strategy by Shorter-Gooden (2004). Three Levels of Racism by Day (2016) This research will be used to analyze the level of racial discrimination depicted in *Hidden Figure* (2016) movie and the use of The Resistance Strategy by Shorten-Gooden (2004) as a theory in this research will help the research find out and analysis how the coping strategy in the female character of *Hidden Figures* (2016) when they are facing racial discrimination.

Based on the theory of The Three Levels of Racism by Day (2016) which originated by Jones (2000) explained that there are three kinds of racial discrimination which is:

1.1 Institutionalized Racism

Racism is a kind of action that creates a barrier between people. Inaction in the face of need; different access to public transportation, laws, workforce benefits, and opportunities. This is the fundamental level of racism caused by historical events and can be cured over time.

1.2 Person Mediated Racism

What maintains the barriers that are caused by prejudice and discrimination; are assumptions about other's motives and abilities based on their race. This form of racism can be intentional or unintentional. Such as unconsciously being agitated when a person of a different race than you is sitting next to you in a

public space. Usually, this kind of action is which people are guilty without realizing.

1.3 Internalized Racism

When victims of racism believe what society assumes about they act as claimed by society. This form became a bridge to the continuous racism and institutionalized racism to thrive.

The female characters in *Hidden Figures* (2016), are depicted in how they struggle to face all of the discrimination and their effort to cope with it. The ability of women to cope, especially from the black community is explained in the theory of The Resistance Strategy by Shorter-Gooden (2004:410) which is varied and depends on the type of racism itself. Three different resistance strategies are used as a coping strategy for racial discrimination which are internal resources, external resources, and specific coping strategies. The explanation about kinds of resistance strategy is as follows (Shorter-Gooden, 2004:420):

1.4 Internal Resources

Internal resources are coping strategies based on belief systems that help shape individual feelings about themselves and define their relationship to the larger world. three essential aspects of internal resources are:

1. Resting on faith, a coping strategy associated with faith in God, relied on prayer, their spiritual belief as a central strategy for coping with the challenge of being Black and female.
2. Standing on the shoulder, a coping strategy that is associated with the connection of individuals with their heritage, to African and African-American culture, the elders who had fought for freedom and justice to raise an awareness and sense of continuing the fight against racism and discrimination.
3. Valuing oneself, a coping strategy that is associated with an individual's commitment such as an emphasis on loving oneself, feeling good about oneself, respecting oneself, and working hard not to take in the negative stereotype of damaging views of Black women in larger society. This strategy helps women resist the prevailing negative perception of African American women by allowing them to hold on to and bolster a positive self-image.

1.5 External Resources

The external resources are a coping strategy by relying on the other as external parties such as parents, siblings, or other family, also closest friends to help them deal with the racial discrimination. The

support from the closest one is helping black women that they are not alone in facing racial discrimination.

1.6 Specific Coping Strategy

A specific coping strategy is a type of coping strategy for people who used to deal with racial discrimination. Three different kinds of specific coping strategies are:

1. Role flexing, a coping strategy by altering one's speech, behavior, dress, or presentation to fit in better with the dominant group and to diminish the impact of bias and negative stereotypes. Role flexing is also associated with caution and hypervigilance about one's behavior or perception.
2. Avoiding, is a strategy to stay away from the people, situations, or topics of discussion that are likely to stir up biases and prejudice.
3. Standing up and fighting back, is a coping strategy to refuse role flexing or to capitulate in any manner and/or to challenge directly the source of the bias and stereotypes by actively fighting back.

2. RESEARCH METHOD

This research used a qualitative approach to support the researcher in analyzing the racial discrimination depicted in *Hidden Figures* (2016) and analyzing how the coping strategy of female characters in *Hidden Figures* (2016) with the racial discrimination. The source of data that is used in this research is Theodore Melfi's movie, based on a true story and adapted from the same book title. The movie *Hidden Figures* (2016) was produced by FOX 2000 Pictures and released in 2016 through 20th Century Videos distribution. It is a 127-minute biographical drama in English.

The data collection method that is used in this study is observing and capturing the screen of the important scene in *Hidden Figures* (2016) regarding the racial discrimination experienced by the three black women characters from their surroundings and society. The data used for this study is in the form of images and subtitles. The data analysis that is used in this research contains three steps of analysis. The first one is based on the linguistic feature of the person who threw a discrimination attitude level according to Day (2016) towards the three black-women characters. The second is based on the gesture in the video. Then points out the response from both linguistic features and gestures of the three black-women characters in the movie towards the racial discrimination they experienced during their whole life.

3. RESULT AND DISCUSSION

3.1. Racial Discrimination in *Hidden Figures* (2016)

This study will demonstrate the sorts of discrimination and variables that cause injustice in the three main protagonists by using the theory put out by Day (2016). The three main characters known as Katherine, Dorothy, and Mary responses are particularly crucial to this research because how black people representation this movie will have an impact on real-world social interactions. Therefore, the analysis of racial discrimination depicted in *Hidden Figures* (2016) is as follows:

3.1.1 Institutionalized Racism

The first form of racism is formed because of historical events that create an unfair system of the future towards certain races. This type of discrimination creates a barrier between people through the laws, public access, rules, education or society works. The limitations that black people must endure in society will have an impact on crucial aspects of their capacity to survive or carry about their everyday lives. Within this analysis, the researcher will point out the Institutionalized Racism inside the *Hidden Figures* (2016) movie

1. Education

Education acts as a basic source of knowledge for society. One of the purposes of education is to advance the intellectual and emotional development of an individual or a group. Continuing limited access due to past events means that colored people will always have less access than white people because white superiority is also part of Institutionalized Racism in Education.

This case also affects access to black people's further education. The limitations in access for black people to education will also affect the next step of their lives. *Hidden Figure* (2016) takes place in Virginia, where racial segregation was prevalent. The characters' children are shown attending segregated schools, where African American students receive an inferior education compared to their white counterparts. These schools were often underfunded and lacked essential resources as can be seen from the evidence from the movie.



Figure 1. Katherine's Parents with the Headmaster

At the beginning of the movie, the headmaster of a school for black- people is seen talking to the students' parents and talking about West Virginia Collegiate Institute as the best school for negroes in the States. The statement above proves that even when the person is intelligent but they are part of colored people, there is still a limitation to their education access as how Day (2016) stated this level of racism is inaction in the form of people's needs. This case reveals the concept of institutionalized racism in education as research by Soelistyarini (2020:219) stated that discrimination and laws prohibiting African Americans from receiving an education during the slavery era influence the current system.

Another evidence of institutionalized racism in education is depicted in how limited Katherine's opportunities for education are due to her skin color even though she has great potential at a young age.



Figure 2. Katherine Solving Math Case

She is a smarter child than most. Despite being the youngest in the class, Katherine holds a remarkable level of intelligence to solve a task given by her teacher. Katherine's intelligence is acknowledged and she's offered to enter college early which was limited to black people only as how stated by Noltemeyer, Mujic, & McLouglin (2012: 88) whites prevented African Americans from receiving opportunities in education in the early slavery era. The next part will discuss how institutionalized racism is also seen in access to facilities.

2. Access Facilities

This movie highlights the pervasive practice of racial segregation, especially in the Southern United States where the story is set. Facilities such as restrooms, cafeterias, and public transportation were segregated. African Americans were required to use separate, often inferior, and poorly maintained facilities compared to their white counterparts.



Figure 3. Separate Work Place

As can be seen from Figure 3 the workplace for black people has a label written “Colored Computer” and Figure 4 highlights the surroundings of the main characters. Day (2016) stated that the workforce with different benefits and job opportunities. The black people in the picture are intelligent people who work at NASA, but their limited access makes them look no better than the majority race in the office just because of the color of their skin. Not only in job facilities racial discrimination also applies in public facilities such as toilets or libraries. As seen in Figure 3 above, NASA separated the lady’s room between white people and black people which depicted when Katherine still had to use the toilet in the black-only building. Even though black people are working at a large agency in America, it does not eliminate the fact that racism is still very visible, discrimination is still very clear even though it has been many years since slavery. However, this did not eliminate all practices of institutionalized racism against African-Americans that had existed for generations since racial hierarchies were ingrained (Bowser, 2017:581).



Figure 4. Dorothy was Kicked from the Library

When Dorothy takes her two sons to the library and while they are reading the book peacefully, the librarian comes after them and says that they have a separate library for colored people. The access to knowledge for the next black generation is also limited. The more black people have access to knowledge, the more awareness of discrimination aimed at them will continue as stated (Barton, 2015) Education strengthens respect for freedom and considers it an important role in changing unequal systems. That’s why the barrier between black people

and whites still happens because this form of racism still applies in society as how Day (2016) stated that this level of racism is what creates the structural barrier.

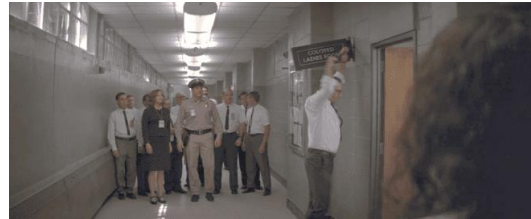


Figure 5. Mr. Harrison Crash the Colored Bathroom

Furthermore, the racial discrimination in Kathrine’s division, makes Katherine need to do her assignment in the bathroom because she cannot use the bathroom other than the “Colored” one, and she often being missing during important meetings in the main building. Mr. Harrison questions where Katherine has been all this time and when he knows that Katherine needs to walk a mile away to the bathroom, Mr. Harrison destroys the sign and states that Katherine can use the room in the main building. As stated by Day (2016) once this form of racism is fixed, it could be cured of the other form of racism over time. The next part will discuss how institutionalized racism is also seen in the Law System that is pictured in the movie.

3. Law

Law is a regulation made for comfort and harmony in social life. However, the law has a role as part of Institutionalized Racism, where it makes black people powerless. As how pictured in *Hidden Figures* (2016). Institutionalized Racism in law is caused by the leadership that existed at that time. One of the examples is the “Black Code” which is a law that conducted African Americans. One of the regulations is that black people do not have the right to do business, buy or rent land, and move freely in public spaces. The *Hidden Figures* (2016) movie shows the practice of racial segregation, especially in Virginia, where the story is set.

The characters encounter segregated facilities, such as separate bathrooms and cafeterias for “Colored” employees, and segregated buses. This segregation was legally enforced in many parts of the United States at that time. The Civil Rights Act of 1964 is a significant legal backdrop to the events of the film. The Act, signed into law by President Lyndon B. Johnson, outlawed discrimination based on race, color, religion, sex, or national origin in various areas, including employment. The movie

portrays the struggles of the characters to achieve equal treatment and recognition in the workplace, despite the challenges of racism and sexism.



Figure 6. Mary in the Court

Evidence of institutionalized racism in law is depicted when Mary is appealing at trial because of regulations that prevent her from applying for the job in the division she wants. The rules that have been formed are things that Mary cannot break through just because of her intelligence and abilities. These regulations relate to the qualification requirements for Mary's dream job, which she needs to attend a university that does not accept a black or a white university only. Lehman (2009:53) stated that in the 19th century, various injustices were ultimately exploited as a powerful way of communicating white supremacy and as a means of controlling the powerlessness of black people.

3.1.2 Person Mediated Racism

The act of person-mediated racism is a form of racism that doubles the skills and motives of a person based on their race. Attitudes toward certain races could be intentional or unintentional. Prejudice towards a certain race develops as the environment in which we live identifies that group.



Figure 7. Encounter with the Police

The first evidence that depicted person-mediated racism is when the police thought Mary, Katherine, and Dorothy violated the rules because their cars stopped on the road. they received amazed expressions from the police as soon as they stated that they worked at NASA. However, these expressions and words which are believed to be unintentional as stated by Day (2016) that this form racism could be intentional or unintentional, make the police already have a prejudice against certain

racers as how it's mentioned as the first factor of the prejudice process by McLemore (1983) where the community will naturally learn something that has been formed in the community itself.



Figure 8. Mr. Harrison's First Encounter with Dorothy

The second piece of evidence is when Mr. Harrison doubts Kathrine's knowledge of geometry. This shows about prejudice of Mr. Harrison about black people inside his mind. Banaji (2021:89) stated that the individual level "*inbuilt*" refers to the general psychological processes that represent race in an individual's mind. This evidence reveals systemic racial bias.



Figure 9. When Katherine's Co-Worker looks Upset

The third piece of evidence is when NASA was carrying out a launch project and experienced several minor errors in the calculation system for the capsule launch at that time. Katherine took the courage to offer help with the project calculations with the knowledge and expertise she had. However, Katherine's coworkers doubt this despite already knowing Katherine's credibility. The co-workers seemed annoyed by Katherine's actions which he was considered to have crossed the line. Katherine's co-worker keeps denying her worth despite how many times she shows that she's figured out some cases with her knowledge. However, what's important is, that Katherine is fully aware of her worth despite being doubted many times. This shows that the form of racism consists of someone who does the discrimination intentionally or not Day (2016). Paul represents how a white person's self-esteem will be affected if there are colored people who outperform them in a way. Udasmoro (2022) stated that the dominant group's behavior is influenced by their

perceptions of superiority over minority groups, which they defend to protect their interests.



Figure 10. Mrs. Mitchell Apologize to Dorothy

Another evidence is when Mrs. Mitchell met Dorothy and because of the feeling of guilt, she invited Dorothy to talk about behavior that she considered not hurting black people which shows how person-mediated racism looks like. The words said by Dorothy are exactly what kind of racism is in this form. When the whites believe that they are not purposely doing racism but what they've been doing, including, the lack of respect, avoidance, a poor treatment is proven by their action. It can be shown when Mrs. Mitchell did not even bother to question the unfair treatment towards her co-workers just because they are black because she has the privilege of a white. White people remained innocent because they were protected by law under the segregation system (Soelistyarini, 2020: 219).

3.1.3 Internalized Racism

Internalized racism is the last form of racism according to Day (2016) that connects to the wellbeing of the targeted victims of discrimination.



Figure 11. Mr. Zielinski with Mary

The first evidence is when Mary was in the engineer's special room where workers were inspecting the preparations for the spacecraft that astronauts would use in a future endeavor. Mary says that clearly, with the identity that she holds as a woman and a black. It is not like that she does not know her value but she's not trying to pursue a higher career because she already believes that the limitations for black people are something she has for now. This is why racial discrimination still flourishes for a long time and affects the self-esteem of the victims in the final form created by the two previous forms. As stated by Willis (2021:397) Those who felt

that being black was a central aspect of their identity, and those who also endorsed negative stereotypical beliefs about black people experienced greater anxiety and distress over time.



Figure 12. Mary Expressed Her Frustration to Katherine and Dorothy

The second evidence is a requirement of a higher career for Mary which she needs to graduate from a university that can only be attended by whites. Mary felt disappointed and annoyed and tried to express her frustration to Dorothy and Katherine who were enjoying playing cards. Dorothy who gives a cold response toward Mary shows the effect of a lack of support when they are a child. These negative experiences also occur when parental involvement and support are reduced compared to childhood and adolescence Arnett (2003:70). They have been taught that this is the fate they need to accept and nothing they can do without help from whites.



Figure 13. Dorothy and Her Sons Watching Protest

The third piece of evidence is Dorothy sees the black people protest on the street, but she claims that she and her sons are not part of the problem. The irony of Dorothy says she and her sons are not part of the conflict at this stage. The chaos in the scene is a protest against the political strategy that could negatively impact the fate of colored people. This scene does show Dorothy's skepticism and acceptance of the present system, but it also be considered Internalized Racism because Dorothy indirectly committed racist behavior against her people. For other reasons, Maybe Dorothy just did not want her sons to witness violence. However, the system also could affect her son's future also indicates that, in comparison to the protesters, Dorothy has a more stable position and, as a result, she probably does not want to get engaged in external

situations where, indirectly, she treats them as how white treated her differently at her work such as ignorance attitude rooted on a purpose not to interfere with someone's experience of injustice.

3.2. Black Women's Final Resistance to Racial Discrimination

The analysis of how the female characters in *Hidden Figures* (2016) cope with the racial discrimination that they already face with the theory of Resistance Strategy by Shorter-Gooden (2014:420).

3.2.1 External Resources

According to the observation on *Hidden Figures* (2016), the external resources depicted in the movie from how the female character's coping strategy facing racial discrimination is under this evidence below.



Figure 14. Katherine Crying

The first evidence is when Katherine is tired of what she is facing in her new division and expresses her frustration. She expressed his exhaustion to his two best friends and felt better afterward. This is indirectly a response from Katherine to the discrimination she has been going through all day. Black women use social support to validate their difficult experiences and not feel alone in their struggles Jacob et al., (2022:403). Katherine, who works in a division located in the main building, has another struggle, and one of them is she needs to take a long way to go to the bathroom. This was because she could not use the ladies' room in the building. After all, she was black, as NASA has proven that there are separate bathrooms specifically for black people. Unfortunately, when she arrived at her office, Mr. Harrison was there waiting for her because the task given to her was important.



Figure 15. Katherine Soaked by Rain

This evidence can be known as a coping strategy with external resources. How relying on her friend by telling her struggle throughout the day while crying as she expressed her explosive emotion is one kind of external resource, which is the coping strategy that is used by people who face racial discrimination by relying on resources outside of themselves. The external resource is a coping strategy of developing and using social support as a way of coping with the stress of racial or gender bias. This strategy can be relying on family or friends as a way of dealing with the challenges they face (Shorter-Gooden, 2004, 422).

3.2.2 Specific Strategy

According to the observation in *Hidden Figures* (2016), the specific strategy depicted in the movie from how the female character's coping strategy facing racial discrimination is under this evidence below.

The first evidence is when Katherine finally verbalized the injustice that was happening at her workplace. Mr. Harrison's anger towards Katherine in front of many whites in the room made her finally voice the difficulties she had experienced. The attention that occurred to Katherine at that time certainly caused her anxiety. Katherine Johnson's character undergoes development. She eventually reaches a breaking point, demanding equal treatment and access to important events or projects. In a highly demanding and time-sensitive environment like NASA, where every calculation is crucial, this disruption puts her at a significant disadvantage professionally. Katherine's emotional outburst becomes a symbol of the broader injustice and dehumanization faced by black women at the time. Her anger reflects the cumulative frustration of enduring racial discrimination in all aspects of her life, from workplace facilities to professional recognition.

This action is included in The Resistance Strategy of standing up and fighting back which is a coping strategy to refuse role flexing or to capitulate in any manner and/or to challenge directly the source of the bias and stereotypes by actively fighting back (Shorter-Gooden, 2004, 410). By standing up for herself and demanding equal access to restroom facilities, Katherine asserts her rights as a human being and as a valuable contributor to the NASA team. This shift in her character's approach aligns with the broader themes

of empowerment and the fight for civil rights portrayed in the film.

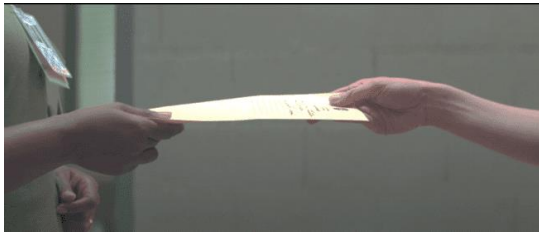


Figure 16. Mrs. Mitchell offered Dorothy the IBM job for the Gleen Launch Project

The second piece of evidence depicts the specific strategy of Resistance Strategy in *Hidden Figures* (2016) when Dorothy takes decisive action as she thinks about the fate of her black co-worker who had long carried out work that had limited access. She is trying to make a difference in the opportunities given to her. Studies by Jemal (2017:615) said that critically examining the social factors that contribute to a person's condition is necessary for meaningful change will happen. Dorothy Vaughan takes a more active approach to combat racial discrimination. When the IBM computer is introduced at NASA, she recognizes the need to learn how to operate it to secure her position and those of her colleagues. She takes the initiative to teach herself and her team programming, positioning herself as an indispensable resource. considered actively working to dismantle racial hierarchies an important part of one's liberation and well-being (Gilster, 2012:773).



Figure 17. Mary at the Court

The third piece of evidence is when Mary was fighting for change at the level of Institutionalized Racism especially in law capacity. Mary had to go through various obstacles for the things she fought for. One of them is when Mary goes to the court to take her rights, where she is initially assigned to work in a segregated office for the "Colored Computers," where African-American women were relegated to perform calculations but were not allowed to work alongside their white colleagues. Frustrated by the limitations placed on her career aspirations, Mary Jackson decides to take action. She petitions the court for permission to attend night classes at a local all-white high school,

which would enable her to obtain the necessary qualifications to become an engineer. The judge is initially skeptical but ultimately grants Mary permission to attend the school, recognizing her exceptional abilities and determination. Even though she has doubts about herself because of the long-standing discrimination in America, Mary is a character who is quite capable of responding to the discrimination directed at her. Mary has active action problem-solving in her response to this case.

The evidence above shows a standing up and fighting back strategy. A strategy to directly challenge the source of racial discrimination by actively fighting back. To reveal the fact that racial discrimination is harming them is wrong, and should not be done to human beings (Shorter-Gooden, 2004, 422). Dorothy's decisive action toward Mrs. Mitchell about her black coworkers, and Mary's action to apply a petition to the court regarding permission to attend the night classes at a local all-white high school can be categorized as a coping strategy for people with racial discrimination through standing up and fight back strategy.

4. CONCLUSION

Based on research on *Hidden Figures* (2016) movie, this analysis shows that this movie has all of the 3 levels of racism mentioned by Day (2016) which consists of Institutionalized Racism, Person Mediated Racism, and Internalized Racism. The researcher found three contributions towards Institutionalized Racism in Education, Access Facilities, and Law in *Hidden Figures* (2016). Meanwhile, the Person Mediated Racism level can be identified through people's actions towards certain people, which in this discussion are aimed at black people intentionally or unintentionally. Prejudicial actions carried out against black people without the perpetrator realizing it were discovered when the police doubted that Katherine, Dorothy, and Mary worked for NASA and when Mr. Harrison needed a new staff to do calculations but did not expect the person to be black.

In addition, Internalized Racism is placed at the last level because of the impact that the environment has on people who experience racism so that unconsciously, victims carry out racism against themselves. This is found in several scenes in the movie *Hidden Figures* (2016) when Mary never dreamed of becoming an engineer because it was impossible for her. After all, she was black and this was also subconsciously done by Dorothy who seemed arrogant in answering Mary's complaint about the regulations that have been implemented in Virginia where the requirement to become an engineer is to graduate from an all-white university.

Based on the analysis that has been done in chapter two, it can be concluded that *Hidden Figure* (2016) uses external resources and specific strategies to depict how the female characters are coping with racial discrimination. The external resources in coping strategy by relying on others such as family and friends and the specific strategy that is used by female characters in *Hidden Figure* (2016) is standing up and fighting back. From the result of this analysis, the research hopes that the public will be more aware of the unconsciously prejudiced behavior they carry out towards certain races and the work in this movie can also provide sympathy by showing the point of view of the races that experienced racial discrimination and injustice in their social life. Therefore, a movie is a work form that can provide a picture of life and stories that occur in the social environment.

REFERENCES

- Anriadi, Rahman, F., & Pattu, A. (2022). the Analysis on Racism in 12 Years a Slave Movie. *Jurnal Ilmu Budaya*, 10, 79–87.
- Arnett J. J. (2003). Conceptions of the transition to adulthood among emerging adults in American ethnic groups. *New Directions for Child and Adolescent Development*, 2003(100), 63–76.
- Banaji, M. R. (2021). *Encyclopedia of behavioral neuroscience* Newyork: Elsevier.
- Bowser, P. (2017). Racism: Origin and Theory." *Journal of Black Studies*, 48 (6), 572- 590.
- Day, Madison. (2016). *Three Levels of Racism*. The Pennsylvania State University. <https://sites.psu.edu/academy/2016/09/11/three-levels-of-racism/>
- Deva, C. E., & Khoiri, M. (2022). Looking through cinema: Representation of racial identity development in Amma Asante's Belle movie. *Rainbow: Journal of Literature, Linguistics and Culture Studies*, 11(1), 19–26. <https://doi.org/10.15294/rainbow.v11i1.48307>
- Febriany, Jeany Jean. (2020). Racism towards African American Women in "Hidden Figures". *Linguistics: Journal of Linguistics and Language Teaching*. 6(1), 5-14. doi: <http://dx.doi.org/10.29300/ling.v6i1.2857>
- Gilster ME (2012). Comparing neighborhood-focused activism and volunteerism: Psychological wellbeing and social connectedness. *Journal of Community Psychology*, 40(7), 769–784. doi: 10.1002/jcop.20528
- Ikawati, L. (2018). Afro-American Women Discrimination on Hidden Figures: A Critical Discourse Analysis. *Indonesian Journal of English Language Studies (IJELS)*, 4(1), 19– 30. <https://doi.org/10.24071/ijels.v4i1.1631>
- Jacob, G., Faber, S. C., Faber, N., Bartlett, A., Ouimet, A. J., & Williams, M. T. (2023). A Systematic Review of Black People Coping with Racism: Approaches, Analysis, and Empowerment. *Perspectives on psychological science: a journal of the Association for Psychological Science*, 18(2), 392–415. <https://doi.org/10.1177/17456916221100509>
- Jemal A. (2017). Critical consciousness: A critique and critical analysis of the literature. *The Urban Review*, 49(4), 602–626. doi:10.1007/s11256-017-0411-3
- Kwate, Naa Oyo A. PhD & Goodman, Melody S. PhD. (2015). Cross-Sectional and Longitudinal Effects of Racism on Mental Health Among Residents of Black Neighborhoods in New York City. *American Journal of Public Health*, 105, 711- 719
- Lehman, Paul. R. (2009). *America's Race Problem: A Practical Guide*. Maryland: University Press of America
- Maziyya, R. N., & Udasmoro, W. (2022). Black's Activism and Movement in American Society Framed in Angie Thomas' The Hate U Give: an Intersectional Study. *Rubikon : Journal of Transnational American Studies*, 9(1).doi: <https://doi.org/10.22146/rubikon.v9i1.73146>
- Noltemeyer, A., J. Mujic, & C. McLoughlin. (2012). *The History of Inequality in Education. In Disproportionality in Education and Special Education, edited by A. Noltemeyer & C. McLoughlin*. Springfield, IL: Charles C. Thomas Publisher Ltd
- Shorter-Gooden, K. (2004). Multiple resistance strategies: How African American women cope with racism and sexism. *Journal of Black Psychology*, 30(3), 406–425. <https://doi.org/10.1177/0095798404266050>
- Soelistyarini, T. D. (2020). Institutional Racism and Black Resistance as Portrayed through Images and Narratives in American Graphic Novels. *Mozaik Humaniora*
- Sumarsono, Irwan., Darmajanti, Perwi, & Sopaheluwakan, Yovinza Bethavinc. (2023). Racial and Gender Discrimination Reflected in Theodore Melfi's Hidden Figures. *World Journal of English Language*. 13(5), 67-75. doi: <https://doi.org/10.5430/wjel.v13n5p67>
- Vidal, Sherry. (1996). *Racism: A Literature Review of Its Definition and Existence in Work Settings*. Louisiana: In Annual Meeting of the Southwest Educational Research Association in New Orleans
- Willis, H. A. (2021). The Associations Between Internalized Racism, Racial Identity, and Psychological Distress. *Emerging Adulthood*. 384-400.