Discourse and Racism in Hidden Figures Movie

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Abstract  
This research aims to describe discourse and racism in the Hidden Figures movie using discourse and racism theory based on Dijk’s approach. The results showed that the ten aspects of Dijk's theory of discourse and racism could be found in several characters such as speech, expressions, and actions that refer to the use of discourse and racism in the Hidden Figures movie. There are two aspects of discourse and racism that are most dominantly depicted in this movie, namely aspects of nonverbal structure and aspects of syntax. In the nonverbal structure aspect, the visible form of racism is the depiction of facial expressions such as anger, annoyance and dislike as well as body movements refusing to interact for a long time with black people. Discourse and racism in the Hidden Figures movie also display racist behavior towards black people as a reflection of a system of prejudice, namely negative emotional reactions and stereotypes, namely judgments or assumptions based on groups and people's characteristics. This is illustrated by the experiences of Katherine, Dorothy and Mary regarding the separation of public facilities such as toilets, libraries and education.

Keywords: discourse and racism, hidden figures, prejudice, stereotype

INTRODUCTION

Every human being generally has certain features that reveal where she/he belongs to. Skin color, for example, is not only about revealing someone's physical appearance but also about racial (and cultural) identity which leads to the apprehension of the myth within and beyond the identity. Schaefer (2013) described a racial group as “a group that is set apart from others because of physical differences that have taken on social significance.” The differences create a myth of racial identity in which one group claims themselves as superior to the other, one is better than others within the ideology of racism.  
Racism has been associated with the framework of thought used to generate any excuse to differentiate superior groups from others and label it in order to justify oppressing and subjugating inferior groups. Besides, language has a big power to spread thought through discourse in literature and other kinds of art. Dijk (1997) defined discourse as a certain
communication event, generally, and a written or spoken form of verbal interaction or language use. Moreover, discourse may appear to be mere “words,” but text and speech play a crucial role in reproducing contemporary racism. Racist discourse exists to sustain the detailed characteristics of discriminatory types of social practice as well as to explain how ethnic prejudices and ideologies are expressed, conveyed, shared, and reproduced in society Dijk (1997).

Hidden Figures is one of the movies that depict discourse and racism experienced by African American in Virginia, United States. It is a biographical drama movie directed by Theodore Melfi released on December 10, 2016. This movie is an adaptation of a nonfiction novel written by Margot Lee Shetterly (2016). Hidden Figures depicts the true story of three African-American women who struggled against racial prejudice at NASA. They are Katherine Jonhson, Mary Jackson, and Dorothy Vaughan. The movie depicts a struggle waged by three African-American women working at NASA who were exposed to blatantly racist treatment by whites. Nevertheless, they still fight for their rights and ultimately achieve their dreams. The three characters depicted have brilliant and intellectual workers, and they have significant performance in executing their works in NASA, Katherine is a mathematician who assisted Al Harrison's Space Task Group, given her skills in analytic geometry. She became the first Black woman on the team, Mary obtained her engineering degree and became NASA's first female African-American engineer, and Dorothy as NASA's first African-American supervisor West Computing.

Based on the synopsis of the movie, it can be seen that there is a typical discrimination perceived by those African American women in public space. African American people are divided in public spaces; they are not allowed to use the same room, and it is difficult to get promotion in work, albeit they perform better in the office. It is because they are African American who believe they have a different ‘color’ of skin from white and are considered as “the Other” in racist ideology. Discourse and racism can be observed through non-verbal structures, sounds, syntax, lexicon, local (sentence) meaning, global discourse meaning (topics), schemata (conventional forms of global discourse organization), rhetorical devices, speech acts, interaction (Dijk, 1997).

This research focuses on discourse and the racism depicted in the Hidden Figures movie, because other studies have focused on discussions in different ways in discovering types of racism. The form of racism in this research is closely related to utterances that directly or indirectly contain racism. The use of language as a medium of discourse plays an important
role in shaping and maintaining the ideology of racism through the formation of stereotypes, prejudice, and discrimination, even using violence to involve and spread racist mythology. These are some examples of utterances containing racism conveyed by white people to black people in the movie: "We don't want any problems here," these utterances are then analyzed in discourse and racism in the aspect of local meaning seen from the meaning of the utterance and its relation to the situation and the time conveyed by whites in the movie. What white people do in the Hidden Figures movie has spawned a prejudice and stereotype against black people that they are in a lowly position where they have to submit, serve, and carry out all the orders of white workers: "And I work like a dog, day and night, living off a coffee from a teapot you've never touched!" A form of racism itself is present in the use of figurative language that describes something in direct and precise comparison based on a similar or perhaps similar nature to emphasize the discrimination experienced by African Americans in the workplace. In addition, there is one word that is most often mentioned by white people in this movie, and every place for those who are black is indicated by the use of the word "colored," which is a label or marker for those who are black. Based on the elaboration of the above problem, the researcher formulates the title of this research, “Discourse and Racism in Hidden Figures Movie”

RESEARCH METHOD
Research type is the different methodologies used to conduct research. Different types may be better suited for certain studies based on the goals, timelines, and purposes. In this research, the researcher used a qualitative descriptive method as defined by Magilvy (2003) qualitative research is inquiry in the natural setting, exploratory research of experience-as-lived everyday life in the world. Qualitative research aims “to produce a rich description and in-depth understanding of the phenomenon of interest, the cultural or lived experience of people in natural settings”. Thus, individuals can gain a deeper understanding of how their social lives function and why something occurs. Therefore, analyzing discourse and racism in the Hidden Figures movie is a part of the research type and working on a descriptive qualitative method, since the primary data was in the form of qualitative to describe the discourse and racism in the Hidden Figures movie using Dijk's approach (1997).
FINDINGS AND DISCUSSION

This section discusses the data analysis used to answer the research questions raised in Chapter One. This research aims to describe the racist discourses expressed by characters in the Hidden Figures movie. All research questions are expected to be answered in data analysis based on Dijk's analysis of racist discourse (1997). This section provides a detailed description of the findings from the examination of instances of racist discourse in the Hidden Figures movie, which will be presented qualitatively.

Racist Discourse in Hidden Figures

Data 1

Duration: 20:31-20:45 (Space Task Group)

Stafford : “My Numbers are spot on.”
Katherine : “I’ll double check them, sir, not a problem”

The image above depicts Stafford's frustration as Chief Engineer in the Space Task Group, where he is required to give a report he wrote to a black woman named Katherine to double-check the information. Stafford, noticing Katherine's stare, used a thick black marker to edit most of the data in the report to make it difficult for Katherine to read. Stafford then treated Katherine differently from white workers, tossing the report rudely to Katherine for review and speaking to her in curt tones.

Based on the presentation of the data above, the researcher concluded that the facial expressions shown by Stafford were expressions of annoyance, dislike, and arrogance, followed by Stafford's actions of throwing a report to Katherine rudely and saying, "My number is correct," categorized as discourse and racism in aspects of nonverbal structure because, based on Dijk's (1997) explanation, movements synchronized with speech to show racist expressions or attitudes, which are then reflected through body language and facial expressions, which are aspects of the nonverbal structure. Stafford's expression when he saw
Katherine as a black worker, was that Stafford felt humiliated because the report he had written had to be re-examined by Kathrine, who was in a lower position and was black, even though Stafford considered himself the more proficient in calculating. The feeling of humiliation felt by Stafford gave rise to a negative emotional reaction towards Katherine as black which was Stafford's prejudice against whites and was supported by white people's stereotypes that black people had a lower position. This is then following the explanation (Wodak & Reisigl 1999) regarding prejudice and stereotypes, which refer to negative emotional reactions towards members of social groups, especially (blacks) with the assumption that based on the characteristics of black people, they are considered weak and in a lower position.

Data 2

A conversation between the white worker and the black worker Katherine does not accompany the picture described above. The picture above describes the situation when Katherine first worked in the Space Task Group as a computer with an African-American mathematician who calculated orbital mechanics at NASA and was the only black person working there.

Katherine, working for the Space Task Group for the first time, thought that she would not experience differences in behavior or inequality because she is a woman. However, this did not apply to her because she was black. This is illustrated in the picture above when Katherine felt thirsty and took coffee at the place where it is usually provided. White workers simultaneously watched Katherine with facial expressions of disgust and disapproval. An engineer, Sam (a white worker), suddenly lifted a glass filled with coffee he had already drunk and saw his friend Stafford (a white worker) with a facial expression as if to say, why does she drink the same coffee that we drink when he is a black skin, which is a lower class. Based on the movements and facial expressions shown, according to the explanation by Dijk (1997) about discourse and racism, they are included in the nonverbal structure aspect.
Researchers classify these actions as part of attitudes of racism and views of inferiority toward black people. The attitude shown by white workers, especially Sam, in this data has a hidden message; there is a stereotype against black people that they are lower class, and they don't deserve to drink in the same area as white people, because Katherine is black and the belief that is believed by Sam that black people are dirty people, the judgment shown by Sam is a stereotype according to explanation (Wodak & Reisigl 1999).

Data 3

The image above depicts Mary's situation after she has gained admission to Hampton High School, a special school for whites, where the requirement for Mary to become a permanent mechanical engineer at NASA is that she must graduate from a white college. Mary only attended one class at night while at Hampton High School. The class Mary attended was intended for boys only, and Mary was an exception. All the white males in the class showed angry expressions, unhappy because they had to be in the same place as black people. Based on the explanation above, the researcher found that all boys showed racist attitudes toward Mary. This dislike is shown through facial expressions that are angry and annoyed as a result of being in the same class as black people. The racist behavior shown contains aspects of nonverbal structure according to Dijk (1997), namely facial expressions that do not like Mary's presence. Racist actions of white people who are prejudiced and discriminate, are not only shown through speech but can also be shown through movements that lead to racism. According to (Wodak & Reisigl 1999) the negative reaction shown to Mary, who is black, is a prejudice against white people's stereotypes that black people are not equal to white people and should not be in the same place as black people.
Data 4

Duration: 47:12-47:19 (Colored Cafetaria)

Mary: “Every time we have a chance to get a head, they'll move the finish line.”

Mrs. Mitchell: “I just follow the rules around here. And I expect those who work for me to follow them as well. There are no special circumstances for anyone.”

Mrs. Mitchell: “You all should be thankful you have jobs at all.”

This conversation occurred in the break room, where the black workers had lunch. While Katherine, Mary, and Dorothy were eating lunch, Mitchell suddenly came in with a document regarding Mary's registration as an engineer at NASA. Mitchell told Mary that he could not join the engineer training program because he did not have the educational requirements. Mary told Mitchell that she had the exact educational requirements as an engineer at NASA, but Mitchell immediately replied to Mary's words by saying that now the advanced training requirements were only for university graduates of Virginia. Mary, who could not control her emotions because she always accepted the difference in behavior towards black people, finally said, "Every time we have a chance to get ahead, they'll move the finish line." Mitchell raised his voice and said, "I just follow the rules around here. And I expect those who work for me to follow them as well. There are no special circumstances for anyone." All the black workers in the room were shocked to hear Mitchell's words, and they immediately looked down until Mitchell walked out.

Based on the explanation above, the researcher concluded that Mitchell's behavior when speaking with a loud voice and derogatory intonation was an attitude of racism in terms of sound. According to Dijk (1997), high intonation of voices with loud volumes and condescending tones are categorized as discourse and racism in terms of sound. Mitchell realizes that he is superior to the blacks and has the power to make them submit. The fear of black workers realizing that they cannot do anything causes them to submit to white workers who have power and have full power over those who are black, this is a stereotype as conveyed by (Wodak & Reisigl 1999) Stereotype is an assessment or assumption based on the behavioral characteristics of a group that black people must submit to those who are white, that black people must follow and listen to white people. Therefore, in discourse and
racism, racist actions can be seen in small things, such as differences in voice volume and intonation when speaking to black and white people.

**Data 5**

The picture above describes a situation when Dorothy, a black worker, entered a white computer room to bring her work documents to Mitchell, who served as a supervisor. Mitchell, aware of Dorothy's presence, said that Dorothy didn't need to come to her room to bring the document because the officer would take it, but Dorothy didn't mind bringing it. Mitchell then pointed to a large pile of worksheets in several boxes to take away and said, "Since you made the trip...you can take that batch over there." Dorothy answered Mitchell's words, "Sure thing, Mrs. Mitchell."

Based on the explanation above, the researcher identified that what Mitchell conveyed to Dorothy contained racism. Dijk (1997) explains that the arrangement of words and phrases that make up sentences, emphasizing responsibility and giving orders to those who are black, is included in the aspect of syntax. The sentence delivered by Mitchell, "Since you made the trip...you can take that batch over there," is a sentence that clearly emphasizes an order for Dorothy to bring the stack of worksheets that are in the box. The suppression in this data indicates the presence of stereotypes, according to Wodak & Reisigl (1999), stereotypes are judgments or assumptions about a group based on their characteristics. White people have power; they have the right to order black workers to do anything. The assessment of black people is looked down upon, and they do not have the power to fight against the racism they face, which is a stereotype against black people. The depiction of this act of racism is not done physically but is done verbally through utterances that contain racism. This racist action
was not shown directly as an act of oppressing Dorothy's black workers, but the intent of Mitchell's (white) speech clearly contained racism and was included in the syntax aspect.

**Data 6**

The picture above shows the conversation between Mrs. Ruth and Katherine in the Space Task Group. Katherine had just arrived at the Space Task Group because she was running to find a toilet herself from the West Campus hall to the East Campus, where the Space Task Group was, with a worried face from exhaustion and a pile of documents being counted. Mrs. Ruth, who saw Kathrine, immediately approached and intercepted her because Mr. Harrison had been looking for her since earlier. Mrs. Ruth then gave a stack of new documents that were thicker than those that had been done before to be completed first. Mr. Harrison, who saw Katherine from above his room, knocked hard on the glass of his room and shouted to Kathrine, saying, "I want those done first." Mrs. Ruth emphasized Mr. Harrison's statement: "He wants those done first. Get going." Katherine was so surprised and felt pressured. She then checked the new documents to be completed.

In this data, the sentence delivered by Mr. Harrison and Mrs. Ruth to Katherine is a form of racism in syntax. The words delivered by Mrs. Ruth, "I want it done first", then pointing to the document that Mrs. Ruth was holding, were emphasizing new responsibilities and orders that had to be completed immediately. In discourse theory and racism, Dijk (1997) explains that if there are utterances that emphasize responsibility for those who are black, it is included in the syntax aspect. Mrs. Ruth (white worker) reiterated what Mr. Harrison said: "He wants those done first. Get going," said Mrs. Ruth, adding emphasis to the sentence that the document must be completed as soon as possible. The researcher identified that the speech delivered includes discourse and racism from a syntactical aspect, by making Katherine like a slave, ordering her to do everything quickly without thinking about
Katherine's feelings and seeing her condition as a stereotype of white people that black people are like slaves and they have to do anything that the order of the white. These characteristics are then conveyed by what was conveyed by Wodak & Reisigl (1999) regarding stereotypes. The existence of these stereotypes reveals that the differences in the treatment of whites and blacks are very clear. The white workers who were there could relax and get their work done in comfort. But not for Katherine, who is black.

Data 7

Stafford: “Mr. Harrison wants you to confirm launch and landing for the Redstone Rocket test.”
Katherine: “I cannot work on what I cannot see, Mr. Stafford.”

The picture above showed Stafford and Katherine's conversation in the Space Task Group. Mr. Harrison asked Stafford to provide a report to Katherine to re-confirm the launch and landing calculations to be carried out during the Redstone rocket tests.

In the data, Stafford ordered Katherine to re-inform the redstone rocket test launch and landing calculation report with commanding words. Then he continued with the way he gave the report, slamming it on the table so that Katherine was shocked. Stafford began the conversation by saying, "Mr. Harrison wants you to confirm launch and landing for the Redstone rocket test." This shocked Katherine, she quickly checked the report and replied, "I can not work on what I can not see, Mr. Stafford." The conversation between Stafford and Katherine shows that Stafford (a white worker) has uttered racist remarks to Katherine (a black worker). Dijk (1997), in his theory related to discourse and racism, states that speech in the form of an imperative sentence that emphasizes responsibility is one of the aspects used in analyzing the existence of a form of racism in a word or sentence that is conveyed to those who are black. That aspect is the syntax aspect. The depiction of a form of racism through command speech is also supported by Stafford's prejudice against Katherine. Wodak & Reisigl (1999) define prejudice as a negative emotional reaction to minority groups based on
group characteristics and other people's characteristics (blacks). Katherine, who is part of a minority group and the black of course will present Stafford's prejudice as white when he sees Katherine, Stafford would treat Katherine unkindly and unfairly, and he would treat her differently when he faced the white and the black.

Data 8

The picture above shows the situation that occurs in the city bus. On the bus, it was clearly illustrated that there was a separation between seats for white people and seats for black people. In the picture, Dorothy and her two sons are sitting in the second row of seats from the back. There are only three rows of special seats for black people, and the rest are seats for white people. In addition, the seats that black people will occupy are labeled with the words "For Colored Patrons Only"; black people can occupy only marked areas.

Based on the explanation above, the researcher identified that a chair labeled "Only For Color Services" is one of the expressions that have a negative meaning for them (black people). In discourse and racism, Dijk (1997) explains that negative words that refer to black people are included in this aspect of the lexicon because they contain negative words that are racist. Hill (2008), in his book discussing The Everyday Language of White Racism, explains that the expression "colored" in the 19th century was a polite word to label black people. People of color (but not white) are correctly labeled by race. The phrase "colored" shows that those who are black in the eyes of white people are negative, embarrassing, and lower-class people, it also contains prejudices and stereotypes, explained by Wodak & Reisigl (1999) that assumptions and negative reactions directed against blacks are prejudices and stereotypes.

Data 9
The image above describes a situation when Dorothy and her two sons visited the Hampton public library. Dorothy and the white woman in the library had a bit of trouble. The woman objected if black people came to the Hampton library. This was reflected in the conversation of white women who said, "We don't want any trouble in here." Dorothy heard these words, saying, "I'm not here for any trouble."

Based on the explanation of the conversation above, the researcher identified that the utterances delivered by white women contained discourse and racism in terms of local meaning (sentence). Dijk (1997) explained the local meaning sentence being ambiguous or indirect regarding our racism and specific and precise about their crimes or misbehavior. The sentence "We don't want any trouble in here." shows that white women do not want to call Dorothy "Colored" or other negative names about them (blacks) because the racist behavior that white women want to describe is not shown directly by calling them harmful, but by describing their lousy behavior by using the word "Trouble" to make it clear that they are a problem, because they dare to visit a library that only white people can access. In contrast, black people are not allowed to. This clearly illustrates that white people look down on black people by prohibiting them from accessing public facilities and separating places between whites and blacks.

Data 10

The picture above describes a situation when a group of black men and women were demonstrating outside the court holding signs that read "Racial segregation must be abolished," "Segregation hurts all of us (blacks)." The white police came to block and limit their place so they wouldn't spread everywhere. The white police, right in front of the black people, showed a very annoyed and disgusted attitude toward them.

Based on the explanation above, the researcher identifies that the description shows the existence of discourse and racism in the aspect of the Meaning of Global Discourse (theme), Dijk (1997) in this aspect explains the form of racism in question is how white people
emphasize negative topics about those who are black and describe that they (black people) always do bad things. From the point of view of white people, the crimes they commit are like holding demonstrations because they want to be recognized as having the same rights as white people. This is an act of evil from the white man's point of view.

Data 11

Katherine: "And I work like a dog. Day and night"

The picture above describes the situation when Katherine released all the emotions she had held back while working in the Space Task Group. Katherine could no longer face the racist treatment she had received from the white workers in the room, starting from separating the coffee pots and not having access to public facilities such as the bathroom could not be used because she was black. Katherine's impatience is shown when she says, "And I work like a dog. Day and night." The sentence explains that Katherine is tired of enduring the racist treatment she experienced.

Based on the explanation above, the researcher found a discourse and racism that contains aspects of rhetorical devices. The sentence "And I work like a dog." is an example of a rhetorical device. Dijk (1997) explained that rhetoric is a technique commonly used by speakers to evoke emotion in listeners through languages such as metaphor, metonymy, hyperbole, and euphemism. One of the stylistic devices depicted in sentences is a metaphor. A metaphor is a figure of speech that expresses something directly in the form of an analogical comparison by removing the word as appropriate. This follows the sentence conveyed by Katherine, who compares herself to a dog because she has to work like a slave until late at night.
Data 12

White librarian : “What are you here for?”
Dorothy : “A book.”
White Librarian: “You have books in the colored section.”
Dorothy : “It doesn’t have what I’m looking for.”
White Librarian: “That’s just the way it is.”
Security : “Go on, now. You know better than this.”

The conversation pictured above takes place in the Hampton public library. A white woman approached Dorothy, who was looking for a book, and her two sons, who were reading. The white woman asked Dorothy and her two children the reason for coming to the Hampton library, which only white people could access. The white woman said, “What are you here for?” Then he continued his sentence: “You have books in the colored section”. Dorothy responded by saying that the book she was looking for was not available in a black library. A few minutes later, library security came to them and shooed Dorothy and her two children from the Hampton public library, saying, “Go on, now. You know better than this”, followed by his hands pushing Dorothy's child.

Based on the explanation above, the researcher found that discourse and racism were included in the speech act aspect. Dijk (1997) in discourse and racism explains that speech acts in discourse and racism are to accuse, insult, and defend discrimination against black people by fellow white people. The utterances of discourse and racism conveyed are reflected in this data in the sentence, “What are you here for? who accused Dorothy of coming, as if Dorothy would make trouble in the library, then in the sentence "You have books in the color section", intending to embarrass Dorothy because she knew that the special library for black people was not as complete as the library for white people. And
finally, the security guard's sentence: “Come on, now. You know better than this” intends to defend the discrimination perpetrated by white women, followed by their violent expulsion.

Data 13

Duration : 1:31:23-1:31:35 (Hampton High School)

Mary : “I don’t see a colored section. Should I take any seat?”

The illustration above depicts Mary's first evening classes at Hampton High School. Only Mary was a black female in a class full of white men. Mary looked for a seat for herself but saw no special black leather chairs, so she said, "I don't see a colored section. Should I take any seat?" When Mary asked if she could sit anywhere, no one in the room responded. They just stared at Mary with astonished looks.

The data above shows the existence of discourse and racism in the aspect of interaction. Dijk (1997) explains interactions in discourse and racism such as arguing with black people, interrupting black queues, closing meetings before black people express their opinions, and the latter does not answer questions being discussed by black people. The form of racism in this data is then included in the interaction aspect. Interaction between Mary (black) and all the white people in the room when she asked if there was black seating and if she was allowed to sit anywhere, but no one answered; is part of the discourse and racism in the aspect of interaction.

Data 14

Duration : (1:20:13-1:20:26) (Space Task group Hallway)
Katherine :“Sir. If I could attend these briefings...I’d be able to stay current”
Stafford :“We’ve been through this, Katherine. It’s not possible. There’s no protocol for women attending.”
Katherine :“There’s no protocol for a man circling the Earth either, sir.”
Stafford :“That’s just the way it is.”

The picture above describes the situation when Mr. Harrison, Mr. Stafford, Sam, and the other members were walking toward the Pentagon for a meeting. Katherine chased after them for a Friendship 7 parameter launch report, but the launch numbers were changing so fast, Katherine felt her work was wasted. Katherine then offered to join the meeting so she could see how fast the numbers were changing. But before she could speak to offer himself, Stafford interrupted Katherine by saying, “We’ve been through this, Katherine. It's not possible. There's no protocol for women attending.” The debate began when Katherine wanted to attend the meeting, but Stafford refused because women were not permitted to enter the room, especially if they were black. Katherine, who heard this, replied to Stafford by saying "There's no protocol for a man circling the Earth either, sir." Katherine just wanted to join to do her job. Stafford then replied to Katherine's words "That's just the way it is." by returning the report she had given him.

Based on the explanation above, the researcher identified that the interaction between Katherine and Stafford when arguing that women should not enter the meeting room was a discourse and racism in the aspect of interaction. Dijk (1997) explains that interaction is an activity in the form of activities between one another, interactions in discourse, and racism such as arguing between whites and blacks. Therefore, the depiction of Stafford as a white man arguing with Katherine as a black person is included in the interaction aspect of discourse and racism. This form of racism will show a stereotype that white people are stronger and powerful, and black people are weak, easily intimidated, and have a low class as explained by Wodak & Reisigl (1999) that stereotypes are judgmental assumptions based on traits and characteristics. a person as well as a group.

**Data 15**

Sam :“This wasn’t emptied last night.”
Katherine :“I’m sorry. I’m not”

Duration : 16:50-16:55 (Space Task Group)
Katherine : “Custodian”

The picture above happened in the Space Task Group when Katherine entered the room for the first time. Suddenly, a white worker, Sam Turner, came to her with a full trash basket. He gave the basket to Katherine and said, “This wasn't empty last night.” Sam, a white worker, thought Katherine (a black worker) was a janitor who was on duty picking up trash in the room.

Based on the description above, the researcher concludes that the racist behavior carried out by Sam (a white worker) when he first met Katherine (a black worker) displays discourse and racism in the aspect of schemata. Dijk (1997) explained that schemata are cognitive structures that represent general knowledge about them (blacks). This data contains schemata because Sam's racist behavior suggests that the common understanding of white people is that black people, like them, are people of low status, outcasts, troublemakers, and stupid. This understanding is a stereotype that has been attached to black people, as explained by (Wodak & Reisigl 1999) regarding stereotypes. So when he first saw Katherine, Sam's mind automatically went to the fact that Katherine was a janitor, not a geometry expert because she was black.

CONCLUSIONS

Based on the findings and the discussion above, the researcher draws conclusions related to research questions about how discourse and racism are described in Hidden Figures movie based on Dijk's approach. Based on data analysis, the researcher discovered that discourse and racism in the Hidden Figures movie is described in terms of nonverbal structures, sounds, syntax, lexicon, local (sentence) meaning, global discourse meaning (topics), schemata (conventional forms of global discourse organization), rhetorical devices, speech acts, and interaction using the Dijk approach (1997). According to the findings, nonverbal structures and syntax are more prominent components that demonstrate racist conduct and racial domination in the form of cognition, facial expression, and utterances. Other aspects such as sounds, lexicon, local (sentence) meaning, global discourse meaning (topics), rhetorical devices, speech acts, and interaction, demonstrate racism in the form of utterances, as well as concealed meaning that contains racism.
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