

**WOMAN DISCRIMINATION IN *ON THE BASIS OF SEX*
MOVIE: A CRITICAL DISCOURSE ANALYSIS**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2021**

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MOVIE: A CRITICAL DISCOURSE ANALYSIS**

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
In Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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2021**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Woman Discrimination in *On the Basis of Sex* movie: A Critical Discourse Analysis**” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 15 October 2021

The researcher



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LEGIMITATION SHEET

This is to certify that Asrita Hana Salsabila's thesis entitled **Woman Discrimination in *On the Basis of Sex* movie: A Critical Discourse Analysis** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature.

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MOTTO

Fighting has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not (QS 2:216).

DEDICATION

This thesis is dedicated to Ibuk, Ir. Sri Lestari

Ayah, Ir. Moh. Fajar Taufiq, Sp.PSDA

my beloved elder brother, Moh. Rifan Taufiqurrahman, S.T.

My beloved cats who always cheer me up when I'm sad, Keju, Iyung, and Oyep

ACKNOWLEDGMENT

First, I would like to express my deepest gratitude to Allah SWT for his mercies and grace. And most profound gratitude for Him who gives me the strength to finish this undergraduate thesis and live this joyfully in this world and realize some dreams that I wish. I thank Allah SWT for permitting me to complete this thesis. Next, sholawat and salam are always given to our Prophet Muhammad SAW, who has guided us from darkness and lightness in the world and the next world. This thesis entitled "*Woman discrimination in On the Basis of Sex movie: A Critical Discourse Analysis*" as a requirement for the degree of Sarjana Sastra (S.S.).

In completing this thesis, I would like to express my gratitude to all who have contributed to work on this thesis and accompanied me in every up and down condition. My deep gratitude is dedicated to:

First, my deepest gratitude to my beloved family, Ibuk (Lestari) and Ayah (Fajar) and Mas Rifan, for their support and prayer in every condition and give me some advice to finish this thesis. Also, their endless loves and kindness.

Second, I would like to thank to the Dean of Faculty of Humanities Bapak Dr. M. Faisol, M.Ag and Head of English Literature Bapak Ribut Wahyudi, M.Ed., Ph. D.

Third, my deepest gratitude to Ibu Rina Sari, M.Pd as my academic advisor. Thank you for the guidance, advice, and motivation during my study.

Fourth, I would like to express my deepest gratitude to my thesis Advisor, Ibu Mazroatul Islahiyah, M.Pd, for her guidance, motivation, critical advice, and broader knowledge to read, revise, and guide me during writing my thesis. Also, give me some advice on both academic and personal needs. Besides, I would like to deliver my warmest gratitude to Ibu Dr. Hj. Galuh Nur Rohmah, M.Pd, M.Ed and Ibu Deny Efitia Nur Rakhmawati, M.Pd. Their feedbacks are useful to improve the contents for this thesis. Also, I would like to thank all lecturers in the English Letters Department who taught me all the courses and gained invaluable knowledge during four years in academic and non-academic.

Fifth, To Gita Sofyanti, Puji Almas Syahira, Nurul Lailatul Badriyah, Nada Salsabyala, Izatu Umma Restunindya, and Fina Amilatul Lutfiah. Thank you for your presence and accompanied me in my every up and down during studied in this university. Next, to my thesis partner IImala and Khosim, thank you for being the best partner during thesis time and help me when I got confused when I do a thesis.

Sixth, To UKM JHEPRET CLUB FOTOGRAFI, Faza 49, KKN 104, Sastra Inggris 2017. Thank you for making my life are joyfully in university life.

Seventh, to people who gives me a life lesson. Thank you for your presence in my life and giving a valuable. Last, I would like to thank you to myself

This thesis is very far from being perfect. Therefore, comment and criticism are always welcome. Finally, I hope this thesis may give some benefits for us. Also, I hope people can be more aware for woman discrimination in our society through words.

Malang, 2 November 2021

The Researcher

Asrita Hana Salsabila

ABSTRACT

Salsabila, Asrita Hana. (2021). *Woman Discrimination in “On the Basis of Sex” Movie: A Critical Discourse Analysis*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor : Mazroatul Ishlahiyah, M.Pd.

Keyword: *Critical Discourse Analysis, Movie, Sexism, Woman Discrimination*

Nowadays, woman discrimination issue has become one of the issues which are concerned in discourse analysis. It is formed from societies. Society represented a symbolic entity as an interpretation that has a relationship through a system of value supposing to power that exists through a social group. Also, it is described a relation to constitute among social groups that included discourse and speech with the result fact as society said. This research is interesting because people rarely analyze woman discrimination used Critical Discourse Analysis (Henceforth, CDA) with a movie as an object. Furthermore, this research investigates how women's discrimination manifests through language and ideology in the discourse.

This research uses qualitative research methodology using text analysis as the research method. As mentioned before, this research uses qualitative research methodology because it requires qualitative data through movie transcripts. The object used by the researcher is a movie entitled *On the Basis of Sex* directed by Mimi Leder. Several scenes were selected for this research based on the criteria that the researcher needed. The data focused on characters' utterances, which is contained sexist language in the form of level of words, sentences or phrases, and discourse. The researcher uses Sara Mills Critical Discourse Analysis theory known as Feminist Stylistic (1995) in analyzing data.

Furthermore, the result of this research is the level of the word researcher found 43 data. There is a level of the word, sentence, and discourse. Moreover, the result of this research is; the level of the word researcher found 15 data levels of the words, 14 data levels of sentences, and 14 data levels of discourse. First, in sexism in language researcher found eight data. There are two data in linguistic determinism, two in generic pronoun, one in generic nouns, and three in gender-free language. Next, in sexism and meaning Second, in the sentence level, a researcher found 14 data divided into six models. There are six ready-made phrases, five presuppositions and inference, one jokes and humor, one transitivity choice, last, one data in feminism and ideology. The dominant types to use in sexist language in a sentence are ready-made phrases and presupposition. A ready-made phrase that dominated because women already imagined in the negative norm Third, In the level of discourse, a researcher found 14 data that divided three models. There are four data characters/roles, six data of focalization, and four data of schemata. The dominant data in this research is focalization because it narrated women in the first person (women characters) and third person (the men characters). This movie represented discrimination in the first person and third person.

In addition, *On the Basis of Sex* explained sexist culture in the law profession, especially in government, through dialogue. Also, CDA can reveal the social phenomena represented in the movie. Furthermore, this movie represented how the root of woman discrimination is from a sexist culture. The function of sexism is to maintain a patriarchal culture in America, specifically in the legal profession.

ABSTRAK

Salsabila, Asrita Hana. (2021). *Diskriminasi Perempuan dalam film “On the Basis of Sex”*: Analisa Wacana Kritis. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Mazroatul Ishlahiyah, M.Pd.

Kata Kunci: *Analisa Wacana Kritis, Film, Seksisme, Diskriminasi Perempuan*

Sekarang, diskriminasi perempuan menjadi salah satu isu yang menarik dalam analisa wacana. Ini terbentuk dari masyarakat. Masyarakat merepresentasikan sebuah simbol entitas yang menginterpretasi hubungan melalui sistem yang bertujuan untuk menunjukkan adanya kekuasaan melalui komunitas sosial. Juga, mendeskripsikan hubungan antara konstitusi dengan komunitas dalam wacana. Penelitian ini cukup menarik karena orang-orang jarang meneliti tentang diskriminasi perempuan dengan menggunakan Analisa Wacana Kritis (AWK) yang dimana film menjadi objek penelitian ini. Selain itu, penelitian ini menjelaskan bagaimana bentuk diskriminasi perempuan melalui bahasa dan ideologi dalam wacana

Penelitian ini menggunakan metode penelitian kualitatif dengan analisa teks sebagai metode penelitian. Seperti yang disebutkan sebelumnya, penelitian ini menggunakan penelitian kualitatif karena membutuhkan data kualitatif melalui transkrip film. Objek yang digunakan oleh peneliti ialah film yang berjudul *On the Basis of Sex* yang disutradarai oleh Mimi Leder. Peneliti membutuhkan beberapa scene untuk memenuhi kriteria penelitian ini. Data penelitian focus pada ucapan karakter yang mengandung bahasa seksisme dalam bentuk kata, kalimat atau frasa, dan wacana. Peneliti menggunakan teori analisa wacana kritis Sara Mills yang dikenal dengan *Feminism Stylistic* (1995)

Menurut hasil penelitian ini ialah; peneliti menemukan 43 data. Data tersebut ialah tingkatan secara kata, kalimat atau frasa, dan wacana. Kemudian, hasil penelitian ini menunjukkan ada 15 data dalam tingkat kata, 14 data dalam tingkat kalimat, dan 14 data dalam tingkat wacana. Pertama, dalam bahasa seksisme peneliti menemukan 8 data, Data itu adalah dua data linguistic determinism, dua data generic pronoun, satu data generic noun, dan tiga data gender-free language. Lalu, dalam sexism and meaning terdapat 7 data yaitu 1 data naming and androcentrism, dua data the semantic derogation of woman, dua data euphemism and taboo, dan dua data Dictionaries dan gatekeepers. Kedua, dalam tingkat kalimat atau frasa, peneliti menemukan 15 data yang dibagi menjadi enam jenis data. Yaitu, enam data ready-made phrase, lima data presupposition and inference, satu metaphor, satu jokes and humor, dan satu data dalam feminism and ideology. Ready-made phrase dan presupposition menjadi jenis yang sering digunakan dalam bahasa seksisme tingkat kalimat atau frasa. Ready-made phrase menjadi paling dominan karena perempuan telah digambarkan secara negative melalui norma. Ketiga, dalam tingkat wacana, peneliti menemukan 14 data yang dibagi menjadi tiga jenis. Yaitu, empat data character/roles, enam data focalization, dan empat data schemata. Focalization menjadi data yang paling banyak ditemukan dalam penelitian ini karena menarasikan perempuan dalam orang pertama (karakter perempuan) dan orang ketiga (karakter laki-laki). Film ini merepresentasikan diskriminasi dalam bentuk orang pertama dan orang ketiga.

Tambahan, *On the Basis of Sex* menjelaskan budaya seksis dalam profesi pengacara terlebih di pemerintahan melalui dialog. Disamping itu, AWK bisa membuka fenomena sosial

yang direpresentasikan melalui film. Selain itu, film ini merepresentasikan bahwa akar mulanya diskriminasi perempuan berasal dari budaya seksis. Tujuan dari seksisme ialah untuk mempertahankan budaya patriarki di Amerika, terlebih dalam profesi berkaitan dengan hukum.

مستخلص البحث

سلسبيلا، أسريتا هنا. (2021). تمييز المرأة في فيلم "على أساس الجنس": تحليل خطاب نقدي. أطروحة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة الإسلام نيجري مولانا مالك إبراهيم مالاني.

المستشار: مزورة الإصلاحية

الكلمة الرئيسية: تحليل الخطاب النقدي، فيلم، التمييز على أساس الجنس، التمييز ضد المرأة

في الوقت الحاضر، أصبحت قضية التمييز ضد المرأة إحدى القضايا التي تعنى بتحليل الخطاب. تتشكل من المجتمعات. يمثل المجتمع كياناً رمزياً كتفسير له علاقة من خلال نظام قيم يفترض للسلطة الموجودة من خلال مجموعة اجتماعية. كما توصف علاقة تكوين بين فئات اجتماعية تضمنت الخطاب والكلام مع حقيقة النتيجة كما يقول المجتمع. هذا البحث مثير للاهتمام لأن الناس نادراً ما مع فيلم ككاتن. علاوة على ذلك، يبحث هذا (CDA من الآن فصاعداً،) يجللون تمييز المرأة باستخدام تحليل الخطاب النقدي البحث في كيفية ظهور التمييز ضد المرأة من خلال اللغة والأيدولوجية في الخطاب.

يستخدم هذا البحث منهج البحث النوعي باستخدام تحليل النص كأسلوب بحثي. كما ذكرنا سابقاً فإن هذا البحث يستخدم منهج البحث النوعي لأنه يتطلب بيانات نوعية من خلال نصوص الفيلم. الشيء الذي استخدمه الباحث هو فيلم بعنوان على أساس الجنس من إخراج ميمي ليدر. تم اختيار عدة مشاهد لهذا البحث بناءً على المعايير التي يحتاجها الباحث. ركزت البيانات على نطق الشخصيات، والتي تضمنت لغة متحيزة جنسياً في شكل مستوى الكلمات والجمل أو العبارات والخطاب. استخدمت الباحثة في (1995) Feminist Stylistic تحليل البيانات نظرية سارة ميلز لتحليل الخطاب النقدي المعروفة باسم

علاوة على ذلك، كانت نتيجة هذا البحث هي مستوى كلمة الباحث الذي وجد 43 معطيات. هناك مستوى للكلمة والجمل والخطاب. علاوة على ذلك، نتيجة هذا البحث هي: وجد مستوى كلمة الباحث 15 مستوى بيانات للكلمات، و14 مستوى بيانات للجمل، و14 مستوى بيانات للخطاب. أولاً، في التحيز الجنسي في اللغة وجد الباحث ثمانية بيانات. هناك نوعان من البيانات في الحتمية اللغوية، اثنتان في الضمير العام، وواحدة في الأسماء العامة، وثلاثة في لغة خالية من الجنس. بعد ذلك، في التحيز الجنسي والمعنى ثانياً، في مستوى الجملة، وجد الباحث 14 بيانات مقسمة إلى ستة نماذج. هناك ست عبارات جاهزة، وخمسة افتراضات واستدلال، ونكات وروح الدعابة، وخيار انتقالي، وأخيراً، وبيانات واحدة في النسوية والأيدولوجيا. الأنواع السائدة لاستخدامها في اللغة المتحيزة جنسياً في الجملة هي العبارات الجاهزة والافتراضات المسبقة. عبارة جاهزة سادت لأن المرأة تخيلت بالفعل في القاعدة السلبية ثالثاً، على مستوى الخطاب، وجد الباحث 14 بيانات قسمت ثلاثة نماذج. هناك أربعة أحرف / أدوار للبيانات، وستة بيانات من البؤرة، وأربعة بيانات من المخطط. البيانات السائدة في هذا البحث هي التركيز البؤري لأنه روى المرأة في

ضمير المتكلم (شخصيات نسائية) وضمير الغائب (شخصيات الرجال). يمثل هذا الفيلم التمييز في منظور الشخص الأول وضمير الغائب.

بالإضافة إلى ذلك، شرح على أساس الجنس الثقافة الجنسية في مهنة القانون، وخاصة في الحكومة، من خلال الحوار. كما يمكن للأن تكشف عن الظواهر الاجتماعية الممثلة في الفيلم. علاوة على ذلك، يمثل هذا الفيلم كيف أن جذور التمييز ضد المرأة CDA من الثقافة الجنسية. تتمثل وظيفة التحيز الجنسي في الحفاظ على ثقافة أبوية في أمريكا، وتحديدًا في مهنة المحاماة.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of study, research questions, and objectives of the study, followed by significances of study, scope and limitation, and research method, which included research design, data and data source, research instrument, data collection, and data analysis.

A. Background of The Study

Now women's discrimination issue has become one of the issues concerned with discourse analysis. Societies form it. Societies are 'thought' that their actors have already created a majority with power domination and minority. Society represented a symbolic entity as an interpretation that has a relationship through a system of value supposing to power that exists through a social group. Also, it is described a relation to constitute among social groups that included discourse and speech with the result fact as society said. The reality from society must be correct, established, or improved with their own and nature. They are a relation of domination, exploitation, inequality. Next, their behavior described exploitation as innocent and harmless. A society called a compliment on women's bodies to harass and create a context for more overt acts of violence toward women. (Collete, 1995; Wodak, 1997)

Woman discrimination is described as the discriminatory treatment of an individual or group to gender. It refers to women, the main factor because of the

different roles and behavior that present gender discrimination. Also, it is not biologically defined to anybody. Rather than society, norms, culture, and people that created the atmosphere of gender discrimination (Shastri, 2014), discrimination can be found in many fields: politics, economy, social and culture, and civil. Mappifhui (2018) examined woman discrimination have six forms. There are; subordination, woman stereotype, double burden, marginalization, sexual harassment, and violence

As a result, it shows the fact if women in worldwide are weak rather men. It showed an irritative facts showing that women are less well-nourished, less healthy, and less educated (Cudd & Jones, 2005). The statement showed one of the factors woman discriminations caused by some factors: educational backwardness, caste, religious beliefs, culture, family history, customs and beliefs, races, low income, unemployment, society, family situation, and attitudes. According to Quillian (in Zarar, Bukhsh, & Khaskheli, 2017), the causes of women's discrimination are a stereotype, prejudice, and motivation a person to discriminate.

Additionally, woman discrimination is a part of sexism. Thus, women are discriminated against in a language called sexist language. The term sexism was formed in the 1960s by Ruth Wodak. According to Wodak (in Litosseliti, 2006, p.13), sexism is discrimination based on the social system based on membership. It stated that sexism made an experience within historical hierarchical relation among men and women where it is the norm. Mills (2008) states that sexism

stems from larger societal forces, like racism and other discriminatory language shapes. Wider institutionalized inequalities of power and ultimate. Sexism is not about a statement that seems to focus on gender excessively. It also focused on other contexts where the readers or listeners could be considered from other factors contributing to a text being judged as sexist if they turn to stereotypical and outdated beliefs when pointed out to women (p.2).

More than that, women's discrimination in many times always represented in media and movies. It is reflected in an American movie that described their society through movies and television. Firstly, they classified the character over their behavior, fashion, and morality, which is familiar to shape an individual character represented in media. Secondly, it only distinguished American individuals who received negative stereotypes and judgment from one group to another individual at once (Reitz, 2017). In addition, American movies represented women as an object and signs. It is a political-personal as a gender which ideological construct that defined as a social subject. Subsequently, cinema as social technology portrayal affected social subjects' reproduction (Lauretis, 1987). Afterward, American movies primarily represented women, and men were suitable for gender roles. It is associated with a social belief that men and women in the west had an opposites rule. One case representing a gender role is that men are described as leaders, independent, rational, etc. Despite this, women are described as powerless, dependent, fragile, and passive. Hence, the representative

women and men that represented women's discrimination were supported through history by religions, politics, art, and society in general (Tisell, 2006).

This research is a movie entitled *On the Basis of Sex* produced by Robert W. Cort, and the director is Mimi Leder. *On the basis of sex* is one of the movies inspired by a true story from the young of Ruth Bader Ginsburg. When she was young, she was a lawyer and a mother who struggled for gender equality between man and woman. In the 1950s, she studied at Harvard as a law student. The women are still underestimated. Whereas Ruth is a smart and independent woman and people thought that she deviated. This movie, directed by Mimi Leder, showed if women in this era got discrimination against because of the law and rules in America that discriminated against all gender and oppression to women in America. From political views is the legal precedent of upholding laws that treat men and women are different. Also, omit in this movie represented that institutional sexism was not the only barrier Ginsburg encountered.

The researcher chose this movie because people rarely analyze a movie representing women discriminated against in America's legal profession and law. Predominantly, American movies rarely presented women discrimination because they represented women are superior rather than a man. On the contrary, this movie showed women in the second class, and the gender role shows women should work, which relates to domestic things.

After all, the movie focused on discrimination based on gender that happened to the young Ruth Bader Ginsburg. Furthermore, it also represented women's discrimination through language and true history because Harvard university did not accept women to continue school in law until 1950. Then, in some countries, the law prohibits women from entering legal occupations even though they have already read the law or apprenticed with a lawyer (Menkel & Meadow, 1986). In addition, the content of discrimination based on gender has the most effective means through verbal communication which sexism and discrimination are perpetrated and reproduced. Moreover, the impact of women's discrimination represented in the movie is; the content is not neutral. It reflected asymmetries of status and power to benefit men the referred to express in the word used to men and women (Menegatti & Rubini, 2017).

People rarely analyze woman discrimination use Critical Discourse Analysis with a movie as an object because most people studied women's discrimination only through the language to know the type of words that categorized as sexist language without revealing an ideology. Next, the movie is not explored in CDA perspective precisely woman discrimination to reveal power and ideology. It was found in some research. One example is Darweesh and Abdullah (2016) analyzed Sexism language through a speech on Youtube. Moreover, people research women's discrimination. They just studied sexist language that found in media used sociolinguistic and pragmatic. One example is; Reisy (2018) analyzed sexist language through the sociolinguistics approach, and

Chinyelu (2020) studied sexist language using the pragmatics approach from Sara Mills' theory. Thus, the researcher analyzed this research using Sara Mills' CDA approach.

Along this line, Critical Discourse Analysis (henceforth, CDA) is one of linguistics science that analyses a social phenomenon. CDA in feminism is a movement to seek and raise critical awareness of the discursive dimensions of social problems that cover discrimination, disadvantage, and dominance to contribute to broader emancipatory projects (Lazar, in Flowerdew & Richardson, 2017 p. 372). The researcher used Sara Mills' Critical Discourse Analysis in this study, known as the feminist stylistic (1995). The main point of this theory is how language relates to the texts to extra-textual political processes. Next, it explained if gender is foreground through the text in gender issues. Also, a distinction usage of terms for men, women, and sexism. In addition, this theory analyzes how sexism through text represented women as an object in the text and media (Mills, 1995, p.8-p.13). Furthermore, sexism in language have a powerful medium that reflected and constructed. Hence, sexist language explained the term of generic pronoun and noun which referred to man and woman (Litosseliti, 2006, p.19). Sexism through language can reveal the values and institutions to view the culture based on their perspectives across language. Next, it can be judgement to create about the particular language role and constructed women identity (Mills, 2008, p.9).

Several researchers have researched woman discrimination using Critical Discourse Analysis. First, Ikawati (2018) analyzed discrimination based on gender (sexism) and racism in *Hidden Figures* movie used Fairclough's Critical Discourse Analysis and combined a language analysis used Systemic Functional Grammar by Halliday. Second, Darti & Kristina (2018) analyzed woman representation as an object of man domination in *The Breadwinner* movie used Sara Mills CDA approach. Third, Utami (2019) analyzed feminist ideology represented by woman empowerment characterized by Hillary Clinton's remark. Fourth, Kristina & Ramadona (2019) researched women's CEO representation in online news media using Sara Mills CDA approach. Last from Rahmah & Yohanes (2020) analyzed sexist language in female Muslim preachers used Fairclough CDA approach.

The gap of this research and other studies are one previous study used novel as their subject, two studies used movies as the subject; one used news reports in online media, and one used video from Youtube. Next, from the genre movie, this movie uses comedy's genre and animation movie. In this present, researchers analyze issues of woman discrimination (sexism) in history movies inspired by true stories that show social representation in daily life: another study investigated with fiction novels, film, a news report in online media. Then, in this research, the researcher uses Sara Mills critical discourse analysis approach to reveal the ideology that underlies a particular discourse in a discussion of woman discrimination (sexism) in a movie entitled *On the Basis of Sex* movie by Mimi

Leder. Aforementioned, this movie represented woman discrimination that happened in the 1950s until 1970s. Also, it examined how sexist culture which already outdated and showed that institutionalized sexism is everywhere such as, in Harvard University to U.S Court Appeals (MSE Asia, 2020). In contrast to another movie with the same theme. Generally, another movie show is not only discrimination based on gender (sexism) but also represented discrimination based on race (racism).

B. Research Question

1. How does woman discrimination manifested in “*On the Basis of Sex*” movie?

C. Objective of The Study

1. To identify the level of word, sentence, and discourse in “*On the basis of Sex*” movie. Also, to investigate how woman discrimination manifests in *On the Basis of Sex*

D. Significances of the Study

This research has theoretical and practical contributions. Theoretically, this study gives a contribution to critical discourse analysis in fragment position by Sara Mills. First, this study can be one of the examples of woman discrimination through language and some related theories.

Second, theoretically, this study gives new insight and enriches the study of gender through language because women's discrimination through language is

rarely studied. Also, this study revealed the social construct in the movie that represented society.

Practically, this study can provide valuable data for researchers and readers and can be used as a reference for analyzing gender discrimination or woman discrimination in the movie. Also, provide practical knowledge for understanding more about critical discourse analysis. Last, this research can be used to be aware of some words that contain sexism or woman discrimination language for the reader.

E. Scope and Limitation

The researcher only focused on analyzing the movie used a critical discourse analysis. Next, the limitation only used Sara Mills' CDA focused on Feminist Stylistic. The data was taken from the movie entitled *On the Basis of Sex* movie by Mimi Leder. Afterward, the researcher was concerned with characters and conversations that contained woman discrimination and sexist language level of word, sentence, and discourse in "*On the Basis of Sex*" movie.

F. Definition of Key Terms

1) Critical Discourse Analysis proposed by Sara Mills is inter-disciplinary approach to language which focused on feminism and gender. Its represented how woman position in society through language and ideology in media. Also, it explained how sexism in text and utterances.

- 2) Movie is a portrayal society that show an ideology with the text and verbal language which addressed to race, class, and gender.
- 3) *On the Basis of Sex* is one of the movies inspired by a true story from the young of Ruth Bader Ginsburg. When she was young, she was a lawyer and a mother who struggled for gender equality between man and woman.
- 4) Sexism is defined as prejudice or discrimination, which refers to people based on gender or sex, specifically to women.
- 5) Woman Discrimination is defined as the discriminatory treatment of an individual or group to gender refers to woman..

G. Previous Studies

First, Ikawati (2018) entitled "*Afro-American Women Discrimination on Hidden Figures -: A Critical Discourse Analysis*" explicated discrimination experienced by three Afro-Americans. This research analyzed discrimination based on race (racism) and discrimination based on gender (sexism). This research used Critical Discourse Analysis proposed by Norman Fairclough and combined with Systemic Functional Grammar (SFG) by Halliday. This study's result is that discrimination has a level that includes individual, institutional, and structural discrimination. Racism and Sexism were developed by ideology, and the ideology was represented through language and body language. Sexism and racism occur because their interrelated relation causes double suffering for the oppressed.

Second, Dart & Kristina (2018) entitled "*The Representation of Women Characters in the Movie the Breadwinner*" examined how women defined in the movie and represented the portrayal of women in the setting of Afghanistan under Taliban Rule. Therefore, this movie analyzed how male-dominated to females. This study used Sara Mills' CDA approach that known as Feminist stylistic. The result of this study is represented women as two opposite dimensions, first, represented as an object of domination. Second, women as a subject to represented women were powerless to men. It happened because patriarchy lingered and revealed the latent condition carried by the text and related to gender issues. This study attempted to the reader in two ways direction. First, it conveys the message from the author. Second, the reader perspective the text as a tool to focalize their marginalized conditions.

Third, Utami (2019) Entitled "*The Feminist Ideology in Hillary Clinton's Remarks During U.S. Presidential Election 2016* (Critical Discourse Analysis)". This study represented a positive group and an opposing group from woman empowerment by Hillary Clinton's remark. This study used social cognition by Van Dijk's. This study from a linguistics aspect is feminist ideology supported by the speech acts also used assertive and directives to support discourse and ideology. Next, this study represented woman empowerment by Hillary Clinton's remarks and Hillary's interest in fighting sexism.

Fourth, Kristina & Ramadona (2019) entitled "*The Representation of Women's CEO Image in Online Media*". This study analyzed how women are

represented in media, especially online media news. Represented a women image CEO that described women as 'glass cliff position', minority, and gender stereotypes in industries. Hence, the researcher used Critical Discourse Analysis by Sara Mills. The result of this study is Gender stereotype, and sexism still exists in United States culture. This study used Critical Discourse Analysis by Sara Mills, known as Feminist Stylistic, looking at the level of word, sentence, and discourse.

Last, Rahmah, Yohanes, and Suhartono (2020) entitled "*Sexist Language in the speech of Moslem Female Preacher (Critical Discourse Analysis)*". This study aimed to find sexist language in the speech of female preachers through representation. This study used Fairclough Critical Discourse Approach. The result of this study is female Muslim preacher is based on social and sexist culture. Second, a concept of masculinity and femininity that had been a presupposition of domestic thing. Hence, it represented that society accepted sexism through representation and interpretation in text.

After taking several previous studies with the CDA approach by Sara Mills, this research focused on how the word, sentence, and discourse-level were analyzed with a socio-history background. Aside from the CDA framework, two previous studies analyze gender discrimination through movies and youtube, which had a setting in Asia. Next, it dominated discrimination in workplaces culture in America. The researcher used the movie to focus on women's discrimination in the legal profession and law in this research. Moreover, the

researcher analyzed the level of the word, sentence, and discourse by Sara Mills. This research takes an issue of woman discrimination in America from the real story of Ruth Bader Ginsburg, which is her story rise to a movie with the title “*On the Basis of Sex*” (2018) by using Sara Mills CDA Approach (1995). Also, this study represented sexism ideology which specifically discriminated woman in this movie

H. Research Methodology

This research explains the methodology used, consisting of research design, data source, data collection, and data analysis.

1. Research Design

This research used qualitative research methodology using text analysis. Ahyar (2019) defined study text as a data analysis that analyzed text deeply through the text's content, meaning, and structure in discourse. From the definition of qualitative research that fits with object study, this study analysis used critical discourse analysis approach to investigate information about woman discrimination (sexism) and to know how woman discrimination (sexism) ideology arise in that movie with Sara Mills' Critical Discourse Analysis with a level of word, sentence, and discourse that known as a feminist perspective.

2. Research Instrument

In qualitative research, the researcher is the main instrument of this study. There are several processes in research. It started from collecting, organizing, analyzing, and finding the study's conclusion (Heigham and Robert, 2009).

3. Data and Data Source

The data of this research only focused on utterances of characters that contained sexist language in the form of level of words, sentences or phrases, and discourse. The data source of this research is a movie entitled "*On the Basis of Sex*". This movie was downloaded from <https://filmapiik.mobi> and the duration of this movie is about 2 hours. This movie raised a true story from the young Ruth Bader Ginsburg in the 1970s to solve tax cases that changed gender laws in the United States.

4. Data Collection

The researcher has several steps to collect the data from *On the Basis of Sex* movie. First, the researcher downloaded *On the Basis of Sex* movie which available from *filmapiik* <https://filmapiik.mobi> and watched this movie several times. Next, the researcher downloaded *On the Basis of Sex* movie's transcript from script slug which the website is <https://www.scriptslug.com/script/on-the-basis-of-sex-2018>. After downloading the movie and transcript, the researcher watched the movie and found some words, sentences, phrases, and discourse containing woman discrimination (sexism).

5.Data Analysis

In this research, the researcher used qualitative methodology with text analysis and theory used in this research is Critical Discourse Analysis proposed by Sara Mills, known as Feminist Stylistic (1995). Hence, it has several steps to analyze the data. First, the researcher collecting data the type of discrimination based on Sara Mills theory in the form of movie transcript. Second, after collecting data, the researcher analyzed the utterances divided the data into three-level. There are level of word, sentence, and discourse. Third, the analysis move to see how level of the word, level of the sentence or phrase, and level of the discourse are manifested sexism culture. Last, the researcher wrote a conclusion based on Sara Mills CDA approach

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the main framework and reviews some related theories that concern this study. Thus, it examined several associated theories are Critical Discourse Analysis, Sara Mills' CDA approach, sexism, and woman discrimination. This part will be explained media discourse as the main object of this research. This chapter aims to give a general overview of the theories and objects of this research to the reader

A. Critical Discourse Analysis

Critical Discourse Studies are defined as an inter-disciplinary approach to language that purposed to understand the discourse figures in social processes, social structures, and social changes. Critical discourse represented a social theory and sought to develop a critical contextualized approach in linguistics that identifies ideology, power, and inequality as central to our field of studies (Flowerdew & Richardson, 2017). Fairclough and Wodak defined CDA as 'language as social practices', which take an idea of context from language to be necessary. Moreover, CDA brought a particular interest in the relation between language and power. CDA refers to a Critical Linguistics approach of academic studies, which finds the larger discursive of text to be a primary communication unit. This research considers explicitly institutional, political, gender, and media

discourse which proved to be more or less direct relations of struggle and conflict (Wodak & Meyer, 2001).

Many basic assumptions of CDA that were important and explained by Kress to elaborate the development of the theory was (Wodak & Meyer, 2001):

1. Language is a social phenomenon
2. It is for individuals, institutions, and social groups to systematically express meanings and values in language.
3. Text is a relevant unit of language in communication
4. Reader/hearer are not passive recipients in their relationship to text
5. Similarities between languages.

Thus, CDA is one the type of discourse analytical research that the primary studies are social power abuse, dominance, and inequality, reproduced and denied by text and speech in a social and political context. (Van Dijk, 2008). Next, according to Wodak, CDA had several distinct between another sociolinguistics approach. First, CDA strained to make direct power relationship which is frequently hidden. Second, CDA has a characteristic that arises from the assumption of CDA, which all discourse was historical and only comprehended with reference from their context and extralinguistic factor. There are culture, society, and ideology. Moreover, CDA explained the component of social psychological, political, and ideological. As a result, from the assumption about

CDA, this study examined speculation about the relationship between language and society through text (Wodak & Meyer, p.15, 2001).

B. Critical Discourse Analysis in Movie

In the movie, CDA has diverse reasons for engaging with the text and verbal language represented in text and verbal language. Supposedly, even spontaneous spoken language, all is 'paraverbal' dimensions of social, regional, ethnic variation into the context of the film, or it just another representational resource. Filmic construction has a wide range of social groups addressed with expanding traditional sociological variables of race, class, and gender.

The root of critical analyses of films is located in media studies and visual communication. Next, the ideological and sociocultural import of image. The movie is potentially misleading of audio-visual representations that received particularly close attention in the work of documentaries. Issues of ideology are not only limit to documenter, movie it is portrayals society. Thus, a movie that represented social critique can be relevant as a piece of CDA. It included narrative movies (journalism and documentary), which associated or having a political power to overcome a piece of information (Bateman, in Flowerdew, & Richardson, 2017).

Besides, CDA was used for this research because CDA analyzed ideology through language. Language and ideology are also related because language is a social phenomenon not only for an individual but also for the social group

expressed systematically. Second, CDA could be analyzing an assumption between language and society through text. As a result, CDA is relevant for investigating woman discrimination represented through a movie with a historical discourse approach (used feminism perspective). Movie portrayals a society that is already constructed in society. Also, it is represented the political power and ideology of sexism through a movie

C. Sara Mills Critical Discourse Analysis

Mills examined that CDA is an analyzed text from a political perspective. Also, language is core in the process whereby people are constituted as individual and social subjects. Next, language and ideology are closely imbricated with how people are oppressed by social structures (p.118, 2004).

Furthermore, Sara Mills CDA approach focused on gender and feminism. Mills explained women's movement is essential to map the new discursive roles for men and women. The positions are intensely struggled by media representations and the representation constructed through people interaction with stereotypes of all types (p.13, 2004). The discursive structure can be discovered because of the systematicity of ideas, concepts, opinions, and ways of thinking from a particular context. A discourse of femininity happened because women and men behave within various parameters defining themselves as gendered subjects (Mills, p.15-16, 2004).

D. Sara Mills Feminist Stylistic

According to Mills (1995), 'feminist and 'stylistic' are complex because they have different meanings for readers. Thus, it analyzed used linguistic or language analysis for explaining the text. The aims of feminist stylistic are not only concerned with explaining sexism in a text. Also, analyze the point of view, agency, metaphor, or transitivity were unexpectedly close related to the matter of gender, to find out how women's writing can be described in many ways with applied a technique from a range of linguistic and literary backgrounds were oppressive and pernicious. Hence, Mills argued that analysis of language could help the reader be aware of how the ideologies of gender difference are oppressive through language (p.2, 1995).

Mills stated that feminist stylistic is related to text language with extra-textual political processes formulated by critical linguists and critical discourse analysis. Critical linguists usually view the effects of socio-historical language in one way of social cultures defined the form of and content of language. At this point, language is a medium that inflicted the constraints of meaning constructed in social phenomena. Critical discourse analysis showed an individual who constructed a subject position that is convenient to the goals. Hence, the importance of feminist stylistic is a relative authority inside the society (p. 10, 1995)

Furthermore, Mills observes how the word, sentences, and discourse are represented in the text. The object will determine the structure of a text and how meaning can be treated in the text. First, the type of level of the word is divided into two types there is sexism in language and sexism and meaning. Second, the type of level of sentence or phrase is divided into six types. Third, the types level of discourse is divided into four types. The level of analysis will be explained below these.

1. Analysis at the Level of Word

In this part, Mills spotted on how gender bias at the level of individual words. It is concerned with generic usage, which reader has known the type of language usage. It is divided such as sex-specific pronouns, misuse of generics. This line supported sexism in language and showed how language use could present and preserve women's ability to speak. Also, reinforce specific visions of the potentialities of women and men in our society (Mills, p.62, 1995). Thus, in this analysis, Mills focused on sexism language and sexism and meaning.

Discrimination is already captured at a language level, and sometimes, we can find that if language elements contain discrimination, it depends on the language level (Wodak, 2008). Language attends to a social phenomenon with existence and development related to society and culture with their views on woman discrimination and analyzing the origin and cause. Women's discrimination has different manifestations in historical periods and cultures (Lan

& Jingxia, 2019). Hence, Mills divided into six types of sexism in language and six types of sexism and meaning.

a) Sexism in Language

1) Linguistic Determinism

Linguistic determinism explained how the differences in language structures determine the different views of societies in the world. For the first stage, emphasizing different aspects depends on the most relevant their life. It argued if language produces our perception of the world. The second stage is how language influences the thought system in the community. No two languages were sufficiently similar to be considered as representing social reality that the same.

The first level of the word in sexism was inherent in many of the English speakers' labels. Feminists argued that linguistic gaps in the language and taking language reforms are, in essence, pointless. Hence, another feminism argued if feminism determinism is in favor of language reform. Because meaning produces and reinforces sexism in our society (Mills, p.63, 1995). One of the examples is how the distinctions between language that indicate men or women

Example:

"Which one makes me look more like a Harvardman?"

This label tends to explain if Harvard in the 1950s used to media when represented this period. It represented if a male student in Harvard is higher rather

than a woman. In this scene, gender-neutral is rarely used because males were dominant in the 1950s-1980s rather than women. It seems that strange for a woman to have a high-status position.

2) Generic Pronouns

The generic pronoun “he” is one example of gender-specific or sexist language. It refers to the pronoun “he-man” language. The pronoun ‘he’ can be sexist language because, in media, it is often too disambiguated with a male image. Also, the terms made some readers confused instances it was not clear even though truly generic or, in fact, gender-specific. Next, gender-specific pronouns were often sexist for women and male stereotypes about professions (Mills, p.65-66, 1995).

Example:

*“... Consider: what does it mean to be a Harvard man? A Harvard man is intelligent, of course. But **he** is also tenacious. **He** is a leader devoted to the rule of law.”*

It previously mentioned in the example over generic pronouns. Explicated if there were nine women, but the dean always focused on the male because Harvard, before the 1950s, denied women to continue their studies at Harvard. Thus, the dominant refers to males rather than women. The dean thought if men should be higher rather than a woman. Moreover, it is disambiguated with a male image because it is stereotypically in male-female education and professional work.

3) Generic Nouns

Sexist language can be presented male-oriented experience as generic or as the norm. It can be found in the term “man”. “Man” terms refer to the male member and women activities being described as an auxiliary. It presents to males. Yet, the representation shows that the generic “man” does not refer to both men and women in media. It is considering to males which shown to be involved in the process of evolution.

On the other hand, ‘man’ is also used as a prefix and affix. In this case, the term's generic nature is often undercut by the context and is usually understood as referring only to the male. (Mills, p.66-67, 1995)

Example:

“... Consider: what does it mean to be a Harvard man? A Harvard man is intelligent, of course. But he is also tenacious. He is a leader devoted to the rule of law.”

“**Man**” here refers to male because of the generic nature of the term undercut by the context, and it only understands the male. This example represented that in the era, Harvard University it only for men before the 1950s.

4) Women as the Marked Form

Women are the marked form defined as an affix used to refer to women, which leads to the view of women as a deviation from a universal male norm. It is seen as the marked term and unmarked term of males with different affixes referring to women. Such as ‘lady’ and ‘-ess’. ‘-ette’ and ‘-trix’ have connotations that the male term does not. The connotation is generally derogatory and

trivializing. The terms like 'lady poet' and 'lady doctor' generally provided an air of amateurism to the person they described.

Example:

I do believe there are some actress who haven't played much roles in her life as compared to other Bollywood queens, but here we are talking about hotness/beauty

This term for some feminists should be avoided because it has a trivializing connotation that represents whether a man has a higher status than a woman. (Mills, p. 70, 1995).

5) Effect of Sexist Language

Mills stated Sexist language is not only in the short term on people's relation and environment but also has a long term on their image and confidence. Furthermore, sexist language has several effects. There are some effects of sexist language:

1. It may separate female interlocutors and cause them to feel that they are not being addressed
2. It may be the factor that caused women to view themselves in negative stereotypes way. Hence, it may affect the expectations women and men have of what women do.
3. It may distract to listeners, both female, and male

Sexism language showed that it have a far-reaching effect is not only in a short term of people relation and their environment but also in the long term for their self-image and confidence (Mills, p.72, 1995).

6) Gender-Free Language

Gender-free language is a term that should be genuinely generic, except gender-specific terms is crucial. In some cases of addressing someone. Example 'chair' and 'chairperson' (without Mrs. or Ms.) because not all chairperson is female. How to know someone name is:

- Do not assume if all people who use initials rather than first name are male
- Use the name that is given to you instead of the assumption someone marital status

Example:

BROWN: I'm Professor Brown. This is Introduction to Contracts. Hawkins versus McGee.

This is represented if we did not know the scene we could think if Professor Brown is women. (Mills, p.72, 1995)

b) Sexism and Meaning

Sexism language is not simply to locate an offensive lexical item and proposing alternatives. Sexism in meaning is concerned with how structures in language that seem to determine the terms associated with women will take on a range of clearly identifiable connotations. Furthermore, Mills (1995) defined meaning as commonly that seen as something neutral in a word. Through which

sense were created more complex that dominated in terms of larger-scale discrimination against women. The process is coded in the language as a record of history. Next, language usage can be an active part of producing ways of thinking about gender roles. Mills divided into six types (p. 77-p. 78)

1) Naming and Androcentrism

Mills argued a naming plays a significant role in a feminist discussion about language. Feminist critique language has pointedly concerned themselves with representation from “name” from a masculine viewpoint and stereotypical about sexes. It perceived a strong androcentric bias in many areas of the English language. In addition, there is a lack of acceptable terminology to bridge the gap among formal words.

An example of naming and Androcentrism is how the terms described male and female genitalia associated with medicine and science like ‘**vagina**’ and ‘**vulva**’ are glossed in dictionaries as ‘taboo’ and ‘offensive.’ example is ‘cunt’ that refers to the clitoris. First, for feminists, it is extraordinarily offensive and abusive. Second, the man can more be used to taboo words for jokes and humor. Third, the term refers to female genital can abusive to women herself (p. 78-79, 1995).

2) Semantic Derogation of Women

In the English language, Mills (1995) stated that gender-specific terms tend to be derogatory against women opposite to available terms for men. But

female terms discovered that many languages have an underlying semantic or grammatical rule, whereas males are positive and females are negative. Example;

Male: courtier, master, host, governor, adventurer

Female: courtesan, mistress, hostess, governess, adventuress

These terms are etymologically connected, but the scope of the female-specific time is different from male-specific terms. One example is courtier and courtesan. For males, the meaning of someone is attached to the court, but for females, the implication is a sexual servant or prostitute.

Second, the terms of 'sir' and 'madam'. The male term was maintained as associations of power and prestige. In contrast, the female term has a core meaning and refers to sexual and non-prestigious meaning. Furthermore, the negative connotations of 'woman' that people avoid to use these words. For example, some people think if the word 'lady' is to partner 'man'. Hence, the terms 'lady' is more polite than 'woman' because 'man' and 'woman' have different connotations and meanings. Indeed, gender-specific women tended to be derogatory women as sexual servants and offensive for women (p. 83-85).

3) Endearments and Diminutives

Endearments and Diminutives is the nickname that is called both of man and woman for affection. The terms can be demeaning and can be used to demean. Mainly, some men prefer to use for their female partner.

Example:

Dear my chick, you are a beautiful girl and a smart girl. I'm proud to be your father.

Honey, I want you to be a sugar baby. Unfortunately, I don't have money.

The term 'my bird' and 'my chick' appears to be an endearment yet implies an equivalence among women and cute small animals. In the wide range of vocatives intermittently used by men and women. Such as 'babe', 'baby', 'duck', 'ducky', 'chick', 'hen', 'pet', and so on. Women and men can use these terms. Primarily, it is used to older women to a younger man. Also, it is used for parents-child's relationships for their nicknames.

Afterward, a range of words frequently used to refer to women rather than a man. There are; 'honey', 'sweetie', 'sweetheart', 'sugar', 'cheesecake'. This term meant something good to eat. Henceforth, the terms endearments are more frequently applied to women than men; these terms reproduce asymmetric patriarchal power relations. (Mills, p. 89, 1995)

4) Female Experience: Euphemism and Taboo

Mills (1995) argued if linguistics taboos and euphemisms surrounded women's life. Euphemism uses a mild, vague, or periphrastic expression to substitute for blunt precision or unpleasant truth (Fowler, in Mills, 1995, p. 89). One example which has powerful taboos and generated euphemism is '**menstruation**'. Menstruation in many cultures is a taboo subject with special rituals and language use. Hence, *Faber dictionary of Euphemism* listed euphemism used for the term 'menstruation.' The example is;

- 1.) Hey, do you have a pad? My **friend has come.** I don't bring a pad
- 2.) For several days, suddenly, I feel sad. I think my **red flag will up.**

First, euphemism aimed to describe menstruation negatively as 'the curse'. Next, it can be described as 'the wrong time of the month'. Third, for several advertisements for sanitary towels and tampons ('sanitary' can be one of euphemism) are consistent avoid the terms of 'blood' and 'bleeding' alternatively, as a specific word was used such as 'flow' or 'moisture' (p.89-91).

5) Lexical Gaps: Male Point of View

Mills stated there are some prominent examples of concepts that had been 'invisible' before being lexicalized. There was no single term to represent them, and there is no socially agreed place for that concept because society was not realized within the system of available words. One example is 'sexism.' Sexism language enrolled language started in the 1960s the terms are from the USA. Another example is how women described themselves and their experiences, word, and sexual activity, which does not imply a male perspective. Hence, this term examined how the English language codified and gender-bearing gender is often sexist (p. 92 – 94, 1995).

6) Dictionaries and Gatekeepers

Mills described dictionaries is how the term that represented a prejudice to gender. The example is sex stereotyped used in sentences which represented the term insulting for woman than a man. Furthermore, it described how the word is created based on society which is discriminated to woman Moreover, dictionaries

frequently surfaced conservative view is having a pejorative and derogating meaning also offensive (Mills, p.95, 1995). One of example is the term '*nurse*' in Collin Dictionary seem derogated to woman. Collin Dictionary explained '*nurse*' such as:

- a.) Wet nurse
- b.) A woman hired to take full care of another's young child or children;
nursemaid
- c.) A person who trained to take care of sick, injured, or aged to assist
surgeons
- d.) A person or thing that nourishes fosters protects, and so on

Hence, the definition of a nurse as a female subordinate, servant, or employee is one of the words which contained discrimination. From the 1950s until the 1970s, women were subordinates, servants, or employees by Man. represented women in low positions and was often not marked as insulting. It showed in the movie that nurse as woman dominates a profession. Furthermore, the term '*nurse*' can be marked as offensive.

Strategies

Mills (1995) stated some feminists decided to arbitrate in the construction of meaning. Next, some tried to develop how words that had already developed in feminist theory yet did not appear in dictionaries. Hence, one way to resist pejorative terms is to refer to females to use the words and obstruct the meaning.

For example, 'dyke', 'virago', or 'crone' capitalized and created them into terms with the same magnitude of importance as God and Queen.

Second, some words as 'dyke' rather than as a lesbian because it seems to be a negative sense that is implicit in the terms. Some LGBT used some strategies to reclaim words such as 'queer', 'dyke', and 'bent'. The insults are positive (p. 96-97).

2. Analysis at the Level of the Phrase/Sentence

This chapter is concerned with the way language use can analyze beyond the level of the word. Hence, how phrases and sentences make sense concerning their co-text, their context, history of their usage, and the background of knowledge necessary make sense. They were next placed to involve the process of meaning-production, which not being accessible in literal level from individual words of a sentence that composed. There are divided into six types.

a) Ready-Made Phrase

Some words seem to be sexist from the usage. It can be found the word which disparages women and seems to portray women as a negative to a male norm. Also, it can be produced phrases that preconstructed and convey sexism meaning. Moreover, this case with proverbs had sexist meanings underlying the phrase. Many phrases/ sentence/ proverbs are difficult to understanding when we used in conversation. Ideological messages are inserted when the speaker/writer will probably not take responsibility. (Mills, p.99, 1995)

Example:

EMILY: "Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn't want to do THAT. And I didn't want to be a teacher or a nurse. So, when I—"

This sentence portrays women as a negative to a male norm. Women after taking bachelor study should be married and work as a teacher or nurse. Generally, people thought women should work on domestic things such as taking care of their family or teaching their children to be good people.

b) Presupposition and Inference

Brown and Yule stressed the meaning of a phrase must be interpreted by drawing on factors rather than the simple literal meaning of words. They consist of presupposition. They stated there are three aspects of interpreting a speaker/writer proposed meaning in discourse production. First, trying to work out the intention of the speaker/writer. Second, use general knowledge to assume and expected to know the situation. Third, determining the inferences which need to be made at the level of knowledge and ideology (Mills, p. 100, 1995)

Example:

EMILY: Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn't want to do THAT. And I didn't want to be a teacher or a nurse. So, when I—

GRISWOLD: Ha. That's not a very good reason.

This example had a presuppositional inference when Emily denied her mother's idea. He thought it was a bad idea rejected her mother's choice and suggestion.

c) **Metaphor**

Metaphor defined as a phenomenon that developed at the level of the word. But, metaphor in Mills' discourse is explained as a fundamental element in structuring our thought and word. It was not a literary form as a deviation from some supposedly literal language but one of our thought's building blocks. In language acquisition and use, perceived analogies of structure between two subjects belong to different domains. (Mills, p. 105, 1995)

Example:

“The man like crocodile and woman is hen. So, if you came to crocodile's shed, crocodile will eat the hen. It's your fault to come here!”

Metaphorical expressions use animal names as their source, and applicable to people abound in English. Sometimes, men and women are often conceptualized as animals of some sort—for example. Bulls refer to men or women that have a big size.

Metaphor is not separated from the world of our perceptions and conception, yet very firmly rooted in underlying assumptions that motivate the mapping of common animal metaphor in women. It may provide a good insight into the role attributed to females by society (Rodriguez, 2009).. It is frequently

conceptualized with used *crocodile* as a symbol of authority and power and hen have a symbol as a weak , which is crocodile in literal meaning as man have a power to authority woman and hen have a meaning if woman is weak and should obey the command.

d) Jokes and Humor

Humor is complex in sexism because it may be disguised under cover of humor. The reader or audience may accidentally perpetuate the sexism embedded in the text when they laugh at the wit. Furthermore, there is a complex analogy being shaped among women and men. Sexist jokes worked when sexists asked, “It’s only a joke”. Also, the type of humor is seen as a male domain, and humor is too often portrayed as a form of bonding and solidarity (Mills, p.107, 1995)

Example:

FITZPATRICK: Proving that a hand with a burn is worth two with a bush.

This sentence presented men are superior to women because the man denied if he failed to answer a question from his teacher. He dismissed with used a joke which underestimates the women.

e) Transitivity Choices

Transitivity choices defined as systemic linguistics related to systemic grammar foregrounds the idea of language as a system, network, of choices that described grammar could be analyzed as a set of options, and each option

depending upon the context or environment. Furthermore, transitivity with the range of choice is available and revolves around the material, mental, and relational choices.

Transitivity is concerned with how actions are described, what kind of actions are developed in a text. Next, transitivity choice is made on the syntactic level as part of a representation of a character that controls the environment, makes a decision, and takes action that concerns feminist stylistic by Mills. Furthermore, the processes performed by the female are of different quality from those performed by the male. Hence, transitivity choices can tell us about ideology messages behind text (Mills, p.116, 1995).

f) Feminism and Ideology

Feminists thought if women were subjected explicitly to impacts of ideology. Hence, a range of belief systems about women does not 'fit' with the reality of women's lives. Next, the systems were not simply imposed upon women. Thus, it is possible if ideology is something that was not integrated but negotiated with individual agents.

Moreover, in feminism, ideology examined the large discursive structures underlying our constructions and understanding of the text. Next, an interpretation of the text can be more complex to know more about ideological representations (Mills, p. 114-122, 1995).

3. Analysis at the Level of Discourse

This chapter explained the way feminists undertake a gendered analysis focused on the larger-scale structure at the level of discourse. It focused on content, the substance of texts, as a negotiation of textual elements and code that influenced its construction. It is divided into four types.

a) Character/Roles

Character created from a simple word can make the reader have learned how to construct into a set of ideological messages based on her knowledge of the way written and written. The reader or audience are calculating within society about how women and men are. Women are often referred to differently in media. It is not only in terms of sexuality but also in terms of relation to others. Whereas, in the work situation, women are described as stereotypical jobs. Moreover, the different ways women are represented in different classes explained how she works on the possibilities of working-class women with a range of constraints that determine the type of language and image chosen in character. (Mills, p.124-133, 1995)

b) Fragmentation

Mills explained female fragmentation is associated with women's bodies. The body is described as depersonalized, objectified, and reduced second since the female protagonist is not represented in a unified conscious physical way. Hence, fragmentation is associated with male focalization, expressed as an object, a

collection of objects for the male gaze. Representation of women fragmented into an anatomical element which regularly (Mills, p.133, 1995).

c) Focalization

The concept of focalization is to identify the consciousness through text within the external narrator and like to be a fictional character. Furthermore, focalization has a position relative to the story and degree of persistence in external and internal. External focalization is described as the close of a narrating agent. Also, it can occur in a narrative told in the first person. (Mills, p. 139-142, 1995)

d) Schemata

Schemata is defined as a large-scale framework. That portrayed female character as an object is generally sexual. They seemed to be actively working against their destruction, a male character defined as lifeless vehicles of an ideology of macho behavior. Hence, schema or scenario is a narrative format that individuals use to structure their thought and action sequence with stereotypical models for thought processing. Next, Brown & Yule argued if schemata were considered deterministic to influence an experience to interpret their experience in a fixed way (Brown & Yule, in Mills, p.152, 1995). Mills described schemata is not only for representing women in the text but also to women represented when they had a problem that they need to be advised (Mills, p.153, 1995)

E. Sexism

The term sexism began in the 1960s, its analogy from representing racism to describe as ‘discrimination’ within a social system based on sexual membership (Wodak, in Litosseliti, p.13, 2006). Besides that, Swim & Hyers defined sexism as an individual attitude, belief, and behaviors and organizational, institutional, and cultural practices that negatively approximate individuals based on their gender or support unequal status both of men and women (Becker, Zawadzki, & Shields, 2014). There are two general explanations why sexism becomes grow up in society. First, by nature, women are inferior to men. Second, in that period, women were less worthy of concern from equal concern. Second, in society, women were systematically disadvantaged with many factors such as psychology, biology, and socio-biology. Thus, they have a natural difference between men and women and justify the miserable life prospect of women (Cudd & Jones, 2006). This myth is still alive in cultural context, social norms, and social power. Whereas religion and beliefs still promoting standards that reward women for embracing subservient roles (Nelson, T. 407, 2009).

Sexism in language refers to structural linguistic phenomena as unmarked masculine and gender agreement rules. Also, it can be provided with a fine-grained discourse-analytical and tease out how social boundaries and inequalities

as ideological were representations of language with image, gender, ethnicity, race (Coady, 2018).

Thus, sexism can be analyzed through language cause language from verbal communication and text. Verbal communication has a powerful impact on sexism and gender discrimination that is perpetuated and reproduced. There are two factors. First, the content contained gender stereotypes. Second, to find a hidden but consensual norm according to a prototypical human being is male and reproduced in the structure of many languages (Menegatti & Rubini, 2017). Besides, sexism in a language called 'sexist language.' Sexist language is not simply a 'naming' of the world from a masculinity perspective. It is conceptualized as a multifaceted phenomenon occurring in a system of representation that is complex that placed in historical traditions (Mills, p.11, 2008)

Sexist language has several effects. There are some effects of sexist language:

1. It may separate female interlocutors and cause them to feel that they are not being addressed.
2. It may be the factor that caused women to view themselves in negative stereotypes way. Hence, it may affect the expectations women and men have of what women do.
3. It may distract to listeners, bot female, and male

Sexism language showed that having a far-reaching effect is not only in the short term of people relation and their environment but also in the long term for their self-image and confidence (Mills, p.72, 1995).

F. Woman Discrimination

Woman discrimination is defined as prejudicial treatment of an individual or group directly to gender. It is not biologically defined to anybody other than from society, norms, culture, people, and so on that created discrimination (Shastri, 2014). Along these lines, woman discrimination was identified as a form of inequality and issue for women worldwide. It affects the capacity of women to participate freely in society and brings harmful psychological consequences. Furthermore, discrimination is different worldwide through religions, countries, and communities (Pokharel, 2008).

On the other hand, women often find gender stereotypes and biases that reinforce gender hierarchy, which could impede their improvement to higher levels of leadership. Thus, gender bias and reinforcement of stereotypes can be delayed women's career path and retention and limit their ability to be promoted. Sometimes, women get discrimination and prejudice toward stereotypical work roles (Smith, Rosenstein, Nikolov, Chaney, 2019). In this research, one scene represented if women got a prejudice or discrimination toward stereotype of work roles. Discrimination is already captured at the language level, and sometimes, we

can find that if language elements contain discrimination, it depends on the language level.

According to Essed (in Wodak,2008), if she found many aspects of discrimination and may be discriminatory, manifest themselves with language level; exclusion linked to power, marginalized by groups, tend to be discriminated against; and discriminatory actions may be intended or non-intended. Discrimination may be legally legitimized, and it could be structural, or it may occur in passing. Moreover, terms discrimination in the language may be unclear and hard to define. First, discrimination is examined to perceive and partition the speech into complete meaning elements, such as phonemes and morphemes. Second, it refers to someone's experiences of society's discrimination for speakers or listeners as a function of their linguistics. Third, it clarifies, discrimination of essential linguistics inherently appoints to social understandings of producing and interpreting language, which is the result in equal, unfair, and disadvantageous in interaction with an institution or institutional agent of linguistics from and in discrimination (Craft, Wright, Weissler, & Queen, 2020).

Additionally, linguistic language is used to construct in- and out-group for fundamental discriminatory discourse in all settings. It is crucial because focused on hidden meaning is produced over pragmatics. Such as implicatures, hidden causalities, presuppositions, insinuations, and syntactic embeddings manifest in society (Wodak, p.62, 2008).

Here are several factors that language implicated in discrimination or equality. First, the language involved in English's semantic structure derogates women. Such as '*whore*' and '*bitch*' that derogated as 'baby', 'chickie', and 'cutie'. Also, generic pronouns such as 'he', 'him', 'man' refer to women and men. Second, the idea that women's language styles are perceived as powerless rather than a powerful language of men because women's language is more polite than men's language. At least, women in conversation are more disadvantaged than men in the regulation of turns utterance being interrupted than men. (Philips, p.481, 2004)

CHAPTER III

FINDING AND DISCUSSIONS

This chapter includes processes to find and discuss the data. First, the methods used to analyze the data and explain woman discrimination and sexist language findings used Sara Mills' CDA theory (1995). Next, the discussion section elaborates the result of the study, including the correlation between the finding and the theories.

A. Findings

The first section of this chapter has analyzed some transcribed scenes, and the researcher findings several data. There is a level of the word, sentence, and discourse. Hence, the result of this research is; the level of the word researcher found 43 data. There is a level of the word, sentence, and discourse. Hence, the result of this research is; the level of the word researcher found 15 data levels of the words, 14 data levels of sentences, and 14 data levels of discourse. From 24 models of feminist stylistic Sara Mills (1995), 19 sexist language types are divided into three levels suitable for this research. On the other hand, this chapter will be exposed the ideology contained with sexism ideology through feminist stylistic by Sara Mills. The following are the findings from the research.

Table 1 The result of finding based on Sara Mills Feminist Stylistic

| 3.1. Level of The Word | |
|----------------------------------|--------------------|
| Sexism and Language | Sum of Data |
| Linguistics Determinism | 2 |
| Generic Pronouns | 2 |
| Generic Nouns | 1 |
| Woman as the Marked Form | 0 |
| Gender-free Language | 3 |
| TOTAL 8 | |
| Sexism and Meaning | Sum of Data |
| Naming and Androcentrism | 1 |
| The Semantic Derogation of Woman | 2 |
| Endearments and Diminutives | 0 |
| Euphemism and Taboo | 2 |
| Male Point of View | 0 |
| Dictionaries and Gate | 2 |
| TOTAL 7 | |

| | |
|-----------------------------------|----------|
| Strategies | 0 |
| 3.2 Level of The Sentence | |
| Ready-Made Phrase | 6 |
| Presupposition and Inference | 5 |
| Jokes and Humor | 1 |
| Transitivity Choices | 1 |
| Feminism and Ideology | 1 |
| Male Point of View | 0 |
| Total 14 | |
| 3.3 Level of The Discourse | |
| Character/Roles | 4 |
| Fragmentation | 0 |
| Focalization | 6 |
| Schemata | 4 |
| Total 14 | |
| TOTAL 43 | |

1. Level of The Word

a. Sexism and Language

1) Linguistic Determinism

Linguistic determinism is a different structure of language that generally determines the different views of societies in the world. Language culture shaped the way how speakers see the world.

Data 1

Setting: Harvard University, Dining Room

Participant: Classmate, Griswold, Emily, and Ruth

Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn't want to do THAT. And I didn't want to be a teacher or a nurse. So, when I-

Data 1 represented how the word '*nurse*' and '*teacher*' are related to linguistic determinism. These words refer to women because society thought if women should nurture and teach their children. It can be categorized as sexist language because explained Emily's mother told if woman should be a teacher or nurse. In view of the fact that, these words categorized as linguistic determinism. It causes society already have a perception and stereotype about '*teacher*' and '*nurse*' are dominated by women until today. Hence, it already created some role which predominantly male or female in professions.

This movie was represented that '*teacher*' and '*nurse*' already labelled to woman and represented if a man has a higher position in profession rather than to woman. The man can work in office and had a high position. Furthermore,

Emily's mother thought if woman should work as a teacher or nurse because the gender role which is labelled in woman specifically in profession. Consequently, it showed '*teacher*' and '*nurse*' is an appropriate career path for woman. In addition, in this movie explained if '*teacher*' and '*nurse*' can be categorized as linguistics determinism because woman already labelled through their profession in that era was dominated working as 'teacher' and 'nurse'.

Data 2

Setting: International Courtroom

Participant: Bozarth, Judge Holloway, Ruth, Judge Daugherty, Brown, Judge Doyle.

Bozarth: Are we meant to believe that this man_would have the skills or the... *caregiver*'s instinct to do that?

Data 2 explained the word '*caregiver*' can be categorized as linguistics determinism because the word refer to woman because created some roles that predominantly male or female in professions. More than that, it can be called sexist language because of the concept of women's activities that refer to taking care of someone. Moreover, this word is categorized as sexist language because the context is defined a man should not take care of someone. Next, Bozarth is represented in this scene, showing if a man maintained their patriarchy through sexist language with the term of '*caregiver*.' It illustrated how women should work and take care of their family because mostly men thought women should take care of their children, which is they do not do the thing.

World view woman as a caregiver because caregiving roles delegate to women. Caregivers already stereotyped women as a part of the female role, and it

is a personal obligation for every woman to take care of their family. It illustrated how women should work and take care of their family because mostly men thought women should take care of their children, which is they do not do the thing.

2) Generic Pronouns

Generic pronouns are defined as 'he,' known as one example of gender-specific or sexist language. Moreover, the terms are frequently used in our daily life and refer to the 'he-man' language. However, 'He' and 'his' in here it was not sex-specifically, and it used for general terms and referred to both men and women

Data 3

Setting: Austin Hall

Participant: Dean Griswold, Students

Griswold: Together, you will become lawyers. It is a privilege you share. And a responsibility that you accept. ...Consider: what does it mean to be a Harvard man? A Harvard man is intelligent, of course. But he is also tenacious. He is a leader devoted to the rule of law. He is mindful of his country. Loyal to tradition. And he is respectful and protective of our institutions

The scene contained sexist words because there were nine women in Hall. Furthermore, it can be described as a sexist word because 'he' is too often disambiguated with a male image of a leader, mindful, and respectful. Yet, the reality all the men were not like the description mentioned by the dean. Besides, this dialogue showed when Dean Griswold orated about being a lawyer and being

a Harvard man. This scene contained sexism as a generic pronoun because it was explicitly to men and women. Hence, it happened when the dean said, “*But he is also tenacious. He is a leader devoted to the rule of law. He is mindful of his country. Loyal to tradition. And he is respectful and protective of our institutions,*”

The term ‘*he*’ in data 3 reflected the history of male domination and strengthened a period. First, this term clearly explained how the men varying legal interpretations excluded women but always included men (Gastil, 1990). Hence, this scene discriminated against women in many ways, especially in education and legal occupation. Next, represented if all a men should be a leader and women cannot be a leader. Furthermore, the dean represented sexist ideology even though he gave his effort to women to study at Harvard. Moreover, it manifested how woman discrimination happened in university. Also, it showed how woman got marginalization because woman cannot be a leader like man.

Data 4

Setting: Dean Griswold Office

Participant: Griswold and Ruth

Ruth: Yet when someone transfers in as a second-year student -- having taken those more important classes elsewhere -- he’s allowed a degree.

The term ‘*he*’ in data 4 examined how men were easy to permit to transfer their class to another university, which is hard for women. In contrast, the women were complicated because the dean thought if Ruth wasted her fortunate. Next, it reflected in society that males dominated it from the terms ‘*he*’ that Ruth said to

refer to men because the men were easy to transfer in second-year students. Moreover, the term '**he**' does not make the data ambiguous, but a represented word can discriminate against women. According to Collins Dictionary, '**he**' refers to a man, boy, or male animal. Also, sometimes, the term 'he' refers to a person without saying any gender. Hence, the context can be sexist language because the man did subordination for a woman.

Hence, this dialogue represented when Ruth Ginsburg asked the dean how she transferred her study to Columbia University. This scene shows that Ruth moved from Massachusetts to New York because she attended to her husband, but the deans make it difficult. The dean thought women already got the right to study at Harvard. The dean thought the reason to move it was not to make sense. Hence, he declined the cause, but the permission was easy when the men moved into another university. It represented in this sentence "*There is no reason why your husband cannot provide for you while you and the child remain in Boston.*" This line is identified as sexism in the term '**he**' and woman discrimination as gender stereotype because woman already have a stereotype if they cannot choose their decision. Also, in this scene represented if the Dean struggled for woman equality. In other hand it also represented if the dean discriminated woman indirectly because he thinks if woman should in accordance with man

3) Generic Nouns

Generic nouns can be sexist language because the language presents male-oriented experience as a generic norm. For example, the first term of a generic

noun is True, and this term refers to a male member who exploits and described women as an auxiliary.

Data 5

Setting: Ginsburg Apartment

Participant: Ruth and Martin

Ruth: They haven't found another *blackman* to replace him, so someone decided a woman would be the next best thing.

According to the Lexico dictionary, '*blackman*' is a dark-skinned man, specifically of a sub-Saharan or Australian aboriginal origin. The word 'black man' identifies as a generic noun. This data showed black as a word that 'man' affixes '*black*.' '*Black*' does not have a gender to describe this word as a sexist word. Still, it can be described as a sexist word when adding the affix '*man*.' Hence, the word is defined as a sexist word because of the position of women as second class. It represented when Ruth applied for a lawyer in Greene's firm, but Greene's prioritize to choose men rather than a woman because their wives will be jealous if women work in Greene's place.

4) Gender-Free Language

Gender-free language is a term that should be genuinely generic, except gender-specific terms is crucial. In some cases of addressing someone. The terms found in the usage of 'female' and 'male.' In this research, a researcher found three data that contained gender-free language.

Data 6

Setting: Harvard University, Dining Room
Participant: Classmate, Griswold, Emily, and Ruth

Emily: Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn't want to do THAT. And I didn't want to be a teacher or a nurse. So, when I-

'Teacher', 'Nurse', is a gender-free language. It is categorized as sexist language because women already imagined and society thought the works referred to women because they were born to teach and nurture their families. On the other hand, it also represented the man being a teacher (lecturer) because male students and teachers dominated Harvard in the 1950s. Also, women were dominated by women because Americans thought women should be doing a domestic thing, teaching and nurturing their families. According to Collins dictionary, a teacher is a person who teaches, usually the job at a school or similar institution. Next, Collins dictionary defined a nurse as a person whose job is to care for people who are ill. The word 'teacher' and 'nurse' is a gender-free language, but most people think nurse and teacher is a women role for the profession.

In this scene, represented in the era, women should be a teacher or nurse because they should nurture their family. Even though women were permitted to work, but the women got discrimination against as a double burden. They can work, but it cannot overtime. Mostly, parents thought if woman work as teacher or nurse, it was easy because they can nurture their child and it does not overtime.

Data 7

Setting: International Courtroom

Participant: Bozarth, Judge Holloway, Ruth, Judge Daugherty, Brown, Judge Doyle.

Bozarth: Are we meant to believe that this man would have the skills or the... caregiver's instinct to do that?

'Caregiver' is a gender-free language. It is categorized as sexist language because women already imagined, and society thought the works referred to women because they were born to teach and nurture their families. On the other hand, it also represented the man being a teacher (lecturer) because male students and teachers dominated Harvard in the 1950s. Moreover, women were dominated by women because Americans thought women should be doing a domestic thing, teaching and nurturing their families.

According to Collins dictionary, a caregiver is responsible for taking care of another person who has a disability or is sick and too young. In this scene, represented in the era, most women worked as a caregiver. Even though women were permitted to work, but the women got discrimination against as a double burden. They can work, but it cannot overtime. It also can be discriminated against for women because the law of tax can be the deduction for all women. In this scene, represented in the era, most women worked as a caregiver. Even though women were permitted to work, but the women got discrimination against as a double burden. They can work, but it cannot overtime. Furthermore, it can be discriminated against for women because the law of tax can be a deduction for all women.

Data 8

Setting: Midtown Office Building in Greene's Office

Participant: Greene and Ruth

Greene: Thing is... We're a close-knit firm. Almost like family. And well- the wives, they get jealous.

Data 8 represented if Greene thought women would be jealous when women worked with their husbands. The term 'jealous' is gender-free because women and men can be 'jealous' for anything. Yet, in this context, it can be discriminated women because Greene thought her wife would be jealous of Ruth. It means the word can be categorized as sexist language because his perspective of women interacting with the man is slut. Men can commit violence against women because jealousy is too often seen as an index of love or commitment and their seriousness of commitment. Some factors that women imagined as jealousy because they were instructed to imagine by their husbands. The imagined were not talking to men, flirting with other men, and last, cheating with another man. Moreover, Greene said that because women worked in a close-knit firm, they thought their wives would be jealous.

b. Sexism and Meaning

Sexism language is not simply to locate an offensive lexical item and proposing alternatives. Sexism in meaning is concerned with how structures in language that seem to determine the terms associated with women will take on a range of clearly identifiable connotations.

1) Naming and Androcentrism

Naming and androcentric has pointedly concerned themselves with representation from “name” from a masculine viewpoint and stereotypical about sexes. It perceived a strong androcentric bias in many areas of the English language. In addition, there is a lack of acceptable terminology to bridge the gap among formal words.

Data 9

Setting: Moritz House

Participant: Ruth and Moritz

Moritz: *Mrs. Ginsburg*... You're early.

Data 9 represented naming and androcentrism that women used. Ginsburg is a surname from Martin. The surname can be categorized as sexist language because, in the 1970s, women should reveal their marital status with ‘*Mrs.*’ And ‘*Miss*’, whereas the males were not marked similarly. People expected women to change their husband surname. In the same way, the surname that used on the documentation file. It happened because the patrilineal system was used for wealth and property and. Therefore, a lineage from the male and patrilineal systems was counted only as relatives or wives. Hence, it is represented in *On the Basis of Sex* movie that showed women used their husband surnames for any conditions and revealed their marital status. On the other hand, some people called Ruth with Mrs. Ginsburg, but mostly they called Ruth their first name and nickname.

2) The Semantic Derogation of Women.

In the English language, gender-specific terms tend to be derogatory against women are opposite to available terms for men. But female terms discovered that many languages have an underlying semantic or grammatical rule, whereas males are positive and females are negative.. Furthermore, five data included the semantic derogation of women.

Data 10

Setting: LOWER WEST SIDE – SIDEWALK

Participant: Ruth, Jane, and Construction Worker

Construction Worker: Lookin' good, *ladies*. We'll warm you up... if you're getting wet.

In data 10, the term '*ladies*' tends to be derogatory against women in contrast with terms for men. The term of lady seemed can be replaced by 'woman' in many situations. But, on the other hand, the terms of 'lady' connotation sometimes seem derogatory and trivializing

On the other hand, sometimes, the term 'lady' seems demeaning because feminists assume the language discriminated, disempower, and objectify women This word represented women discriminated by terms of '*ladies*' It can be found in this sentence when the construction worker was greeting Ruth and Jane. The sentence is "*Lookin' good, ladies. We'll warm you up... if you're getting wet.*" This sentence represented the word '*ladies*' can be derogatory to women because

the sentence discriminated against the women with verbal sexual harassment. It can happen because the man thought women were powerless rather than them.

Data 11

Setting: International Courtroom

Participant: Bozarth, Judge Holloway, Ruth, Judge Daugherty, Brown, Judge Doyle.

Bozarth: I for one would rather see my government err on the side of caring too much, of trying too hard to help the *ladies* of this country. Rather than be indifferent to their unique burdens. Now maybe Mr. Moritz disagrees. Or maybe he simply doesn't like paying taxes

In data 11, the term '*ladies*' tends to be derogatory against women in contrast with terms for men. The term of lady seemed can be replaced by 'woman' in many situations. But, on the other hand, the terms of 'lady' connotation sometimes seem derogator. It represented the term '*ladies*' explained if women should not require anything. Moreover, it is one of sexism ideology if men are superior rather than a woman. The woman should work from home, and they should work. The subject had an idea the court should not caring too much about women's equality. The type of woman discrimination is marginalization and subordination. It can be categorized as derogatory because Bozarth thought to presume Ruth exploit this case for her achievement. Ruth only had one requirement, and the requirement is woman equality. Hence, Bozarth thought if a lady had many requests for gender equality.

3) Euphemism and Taboo

Linguistics taboos and euphemisms surrounded women's life. Euphemism uses a mild or vague, or periphrastic expression to substitute for blunt precision or unpleasant truth. Furthermore, the researcher two data that included taboos and euphemisms.

Data 12

Setting: Midtown Office Building in Greene's Office

Participant: Greene and Ruth

Greene: **Bullshit!** You're angry. Good! Use it. I have to say, Mrs. Ginsburg, I'm impressed.

Data 12 represented 'bullshit' as a part of euphemism. The term 'bullshit' is one example of euphemism that happens in our daily life. In the movie, it represented Greene was angry because Ruth was stubborn. Ruth wanted to Greene changed his perspective about women worked in firm law. Greene thought if Ruth worked in his firm, it would be different because they underestimated Ruth. Hence, it can be found when Ruth told her story when she applied for a job, but she was confused. Bullshit in Merriam-Webster is foolish insolent talk. It is categorized as vulgar slang.

Moreover, this is one of the forms of the sexist word because Greene underestimated women. Next, he thought women should do domestic things, such as teaching and nurturing their children. Besides Ruth being a lecturer and housewife, she dreamed of being a lawyer, but women were hard to enter the legal

profession. Next, it represented how men feel superior to women. Society has already constructed if women must do a domestic thing, such as teaching and nurturing their family. It can be found in this sentence represented if a man felt superior to a woman.

Data 13

Setting: LOWER WEST SIDE – SIDEWALK

Participant: Ruth, Jane, and Construction Worker

Construction Worker: Too good for us, huh? ***Bitches!***

Data 13 represented ***'bitches'*** as a part of euphemism and taboo words. The term ***'bitches'*** happens in our daily lives. It is one of the types of sexist words. In the movie, it is represented as verbal sexual harassment, which is called catcalling. Furthermore, the meaning of this utterance is that the construction workers want sexual activity to the object and though if they are powerless, they will be sad. It is categorized as verbal sexual harassment. Ruth attempted to overlook these men. Because they felt ignored by Ruth, they said slut. It is represented in this utterance ***"Bitches!"***. It described if the power of social construction in construction workers. Moreover, the worker felt superior and assumed that women were powerless and did not know how to do this. Another factor is the subjectification to discriminate in public.

The term ***'bitches'*** in literal meaning is a female dog. Whereas it is one of categorizing which called as vulgar slang and taboo words. Hence, ***'bitches'*** mean slut. Next, the function taboo words in here are explained to find attention to Ruth

and Jane. Furthermore, *'bitches'* can be categorized as sexist because it is derogatory and demeaning to women. Second, it can be classified as euphemism and taboo because it is too vulgar, and the men view women were powerless. Third, categorized as epithets in the variation of taboo language. Then, it made a women stereotype as a secondary status in social groups.

4) Dictionaries and Gatekeepers

Mills described dictionaries is how the term that represented a prejudice to gender. The example is sex stereotyped used in sentences which represented the term insulting for woman than a man. Furthermore, it described how the word is created based on society which is discriminated to woman (Mills, p.95, 1995). The researcher found two data that categorized as dictionaries and gatekeepers

Data 14

Setting: Midtown Office Building in Greene's Office

Participant: Greene and Ruth

Greene: A woman. A mother. A Jew, to boot. I'm impressed that many let you through the door.

The term *'woman'* represented women in low positions and was often not marked as insulting. In the movie, Greene saw Ruth as a second-class position because men dominated the lawyers in his firms. According to Mills (1995, p.96), it can be potentially offensive to describe a woman as bad-tempered. Furthermore, the term 'woman' is marked as offensive. *Collins dictionary* defined woman as:

- a) An adult female human being

- b) Female or feminine
- c) Female subordinate, servant, or employee

Hence, the definition of woman as female subordinate, servant, or employee is one of the words which contained discrimination. From the 1950s until the 1970s, women were subordinate, servants, or employees by Man. Thus, women in the profession were looked at in secondary and lower positions rather than a man. It happened because the man believed if women should be a servant or employee for their family.

Data 15

Setting: Harvard University, Dining Room

Participant: Classmate, Griswold, Emily, and Ruth

Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn't want to do THAT. And I didn't want to be a teacher or a nurse. So, when I-

The term '*nurse*' represented women in low positions and was often not marked as insulting. It showed in the movie that nurse as woman dominates a profession. According to Mills (1995, p.96), it can be potentially offensive to describe a woman as bad-tempered. Furthermore, the term 'nurse' can be marked as offensive. *Collins dictionary* defined nurse as:

- e.) Wet nurse
- f.) A woman hired to take full care of another's young child or children;
nursemaid

g.) A person who trained to take care of sick, injured, or aged to assist surgeons

h.) A person or thing that nourishes fosters protects, and so on

Hence, the definition of a nurse as a female subordinate, servant, or employee is one of the words which contained discrimination. From the 1950s until the 1970s, women were subordinates, servants, or employees by Man. Thus, women in the profession are looked at in secondary and lower positions rather than a man. It happened because the man believed if women should be a servant or employee for their family. Society thought if women should be a teacher for their children, take care of their family, etc. Furthermore, one of the impacts of this term de is how nursing emerged as a female profession. Until now, the female nurse continued to dominate teaching and nursing. It happened because the word of teacher and nurse already imagined as women. The dialogue represented if Emily's mother thought teacher or a nurse as an acceptable women's work. It reflected the discourse because teaching or nursing is an appropriate career path for women caused by innate nurturing capacity

Researcher found four types of sexist language which the total data are 15 data. There are two data of Linguistics determinism, two data of generic pronouns, one data of generic nouns, and three data of gender-free language. Second, the researcher found the four types of sexism and meaning that compassed seven data. The data are one data of naming and androcentrism, two

data semantic of derogation of woman, two data of euphemism and taboo, and last, two data of dictionaries and gatekeepers.

2. Level of Sentence or Phrase

This level is concerned with the way language use can analyze beyond the level of the word. Hence, how phrases and sentences make sense concerning their co-text, their context, history of their usage, and the background of knowledge necessary make sense. They were next placed to involve the process of meaning-production, which not being accessible in literal level from individual words of a sentence that. In this level, researcher found 15 data.

a. Ready-Made Phrase

Data 16

Setting: Harvard University, Dining Room

Participant: Classmate, Griswold, Emily, and Ruth

Emily: Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn't want to do THAT. And I didn't want to be a teacher or a nurse. So, when I--

This sentence portrays women as a negative to a male norm. “...my mother wanted me to get married” explained if women after taking bachelor study should be married and work as a teacher or nurse. This sentence can be categorized as sexist language because their usage to demean and degrades women and seems to portray women teaching and nurturing their children and not working overtime.

Hence, it is categorized as a ready-made phrase because there are ideological messages that women should be married and work on domestic things such as taking care of their family or teaching their children to be good people. As a matter of fact, the phrase seems sexist because women should be married and be a mother whereas men do not have any obligation to marry. Furthermore, the women's character should obey their parents if they break the rule they are rebelling.

Moreover, this sentence is represented in Emily's dialogue when she introduces herself. In addition, this sentence portrayed a stereotype if women should be married because nurturing is an obligation for women. Another statement from this sentence represented women should be a mother and having a child.

Data 17

Setting: Midtown Office Building in Greene's Office
Participant: Greene and Ruth

Greene: A woman. A mother. A Jew, to boot. I'm impressed that many let you through the door.

Furthermore, this sentence is portrayed as a ready-made phrase because it seems sexist for the usage. "A woman. A mother. A Jew, to boot. I'm impressed that many let you through the door" can be demeaning and degrade women from the phrase 'A woman. A mother' because these contexts sometimes degrade women. Sentence represented woman discrimination categorized as

marginalization is that women are always placed in secondary workplace positions.

The sentence can be categorized as a ready-made phrase because it has an ideological meaning. The ideological meaning from the text shows women described as a person who works in domestic thing. It is one of the impact patriarchy systems that affected structure and organization in society. Along with that, mainly in a legal profession dominated with man rather than a woman. Subsequently, the impact of marginalization represented in this movie is patriarchal culture and structure in the legal profession provided a framework for agreement the basis and continued of the distinction. Next, it manifested in both horizontal and vertical segregation, dimensions of occupational gender inequality, and biased to men (Batton & Wright, 2018)

Furthermore, the sentence can degrade women because Greene was looking for a job for a man. Sometimes, the terms woman and mother are portrayed as demeaning and degrading women. Hence, this sentence can be categorized as a ready-made phrase because Greene thought Ruth should be a housewife to teach and nurture their children rather than looking for a job. Moreover, he was angry because he felt he was superior rather than Ruth.

Data 18

Setting: WEIL, GOTSHAL & MANGES – NIGHT
Participant: Martin and Maller

Maller: Jesus Christ. ... What are you doing this for Marty? You're gonna go blindly traipsing into this case... for what? *So the little woman can feel like she's a real lawyer?*

"...So the little woman can feel like she's a real lawyer?" is portrayed as a ready-made phrase because it seems sexist for the usage. It can be demeaning and degrade women from the phrase 'little woman' because these contexts sometimes degrade women. Furthermore, the sentence can degrade women because Maller thought if the woman only does a domestic thing. Sometimes, the term little woman portrays demean and degrade women. Hence, this sentence can be categorized as a ready-made phrase because this sentence can convey sexist language. After all, he thought Ruth was not a lawyer even though she was a lawyer. In addition, this sentence represented sexist ideology because Maller degrades women.

It is categorized as subordination because women do not give her opinion in the courtroom. The movie represented how women discrimination happened in American society through laws. Next, because women's political participation in the constitution is the members of society, the main factor seems to be one of the contending issues faced by world democracy (Eo, 2014). Thus, it showed that women's legal participation was limited, and women should be accepted the terms.

Data 19

Setting: LOWER WEST SIDE – SIDEWALK

Participant: Ruth, Jane, and Constructions Worker

Construction Workers: *Lookin' good, ladies. We'll warm you up... if you're getting wet.*

"Lookin' good, ladies. We'll warm you up... if you're getting wet." This sentence is represented as a ready-made phrase because the context described the sentence consist of sexist language because it degrades women and sexual, verbal assault to women. It can see in the construction workers utterance when they met Ruth and Jane for looking a taxi. Hence, the construction workers were tempted to them. The sentence is implicitly categorized as verbal sexual harassment. Next, it represented women as a lower position rather than a man.

Hence, the interpretation from this sentence is men had a powerful position in society. As we can see, the sentence showed the men feel superior rather than a woman, and they can do sexual harassment because of the position in society. In the same way, a street remark can be harmful to women because of the dominance of men power in society and women as a subject for gender-based violence (Bailey, 2017)

Data 20

Setting: International Courtroom

Participant: Bozarth, Judge Holloway, Ruth, Judge Daugherty, Brown, Judge Doyle.

Bozarth: *Are we meant to believe that this man would have the skills or the...caregiver's instinct to do that?*

"Are we meant to believe that this man would have the skills or the...caregiver's instinct to do that?" is portrayed as a ready-made phrase because

it seems sexist for the usage. It can be demeaning and degrade women because these contexts sometimes degrade women. It represented from society thought if a man had a position as a leader. Likewise, it represented Bozarth thought women should be a traditional gender role. Thus, this sentence is a ready-made phrase because it contains sexist language. After all, the ideological message described women also naturalize the role of the male's helper to get their power.

In addition, this sentence represented Bozarth's thought if a caregiver is a traditional gender role for a woman. Subsequently, it also described a women's role naturalized caregiving as a part of women's role. Hence, society thought it was a personal duty of women, and it is an obligation to take care of their family members

Furthermore, it is categorized as marginalization because Bozarth thought if the nurturing instinct it only for women. Next, it is classified as a double burden because women are housewives and do domestic things. The concept of women's profession in the 1970s was already marked by masculine bias. Moreover, it can be a double burden because women have a second shift in the workplace and home.

Data 21

Setting: International Courtroom

Participant: Bozarth, Judge Holloway, Ruth, Judge Daugherty, Brown, Judge Doyle.

Bozarth: I for one would rather see my government err on the side of caring too much, of trying too hard to help the ladies of this country. Rather than be

indifferent to their unique burdens. Now maybe Mr. Moritz disagrees. Or maybe he simply doesn't like paying taxes.

Furthermore, it represented the sentence categorized as a ready-made phrase because the sentence contained sexist language. This utterance also degrades women, and women are portrayed as negative instead of the male norm. This discourse is represented in this utterance "*I for one would rather see my government err on the side of caring too much, of trying too hard to help the ladies of this country*" and presume the object exploit this case for her achievement. Ruth only had one requirement, and the requirement was woman equality. Bozarth rejected that. He said it was only for her achievement. It represented in this utterance, "*But of lawyers who used his case to achieve their own ends*" thus, Bozarth had a stereotype if women had too many requests.

This is one of sexism ideology if men are superior rather than a woman. The woman should work from home, and they should work. The subject had an idea the court should not caring too much about women's equality. The type of woman discrimination is marginalization and subordination.

b. Presupposition and Inference

The meaning of a phrase must be interpreted by drawing on factors rather than the simple literal meaning of words. They consist of presupposition. They stated there are three aspects of interpreting a speaker/ writer proposed meaning in discourse production

Data 22**Setting: Harvard University, Dining Room****Participant: Classmate, Griswold, Emily, and Ruth**

Emily: Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, *my mother wanted me to get married.* But I didn't want to do THAT. And *I didn't want to be a teacher or a nurse. So, when I--*

At this point, the researcher found the two presuppositions in this sentence. First, in this phrase, "*my mother wanted me to get married,*" and second in this sentence, "*I didn't want to be a teacher or a nurse. So, when I—*". It can be categorized as presupposition because two are assumed from the sentence "***My mother wanted me to get married.***"

There are three presuppositions to this sentence. First, Emily's mother wanted to her marriage after finished study in Mt. Holyoke. Second, Emily's mother wanted Emily married. Last, Emily's mother tells Emily for married because primarily women were the young marriage in that era. In addition, the inference is *Emily's mother wanted Emily to be married.*

Furthermore, the sentence is explained only in their ideological context. The explicit presuppositions and inferences can be represented from the phrase. This phrase has sexist meaning because the presupposition and inference explained if women should be married and be mothers. Hence, the gender role had an impact on society construct. The women role are women should be a mother and do a domestic thing. "*I didn't want to be a teacher or a nurse. So, when I—*". The presuppositions to these sentences. First, Emily should be a teacher or

nurse. Second, women should be a teacher and nurse. Last, Emily's mother thought women for their path career should be a teacher and nurse because the gender role from the nature women is teaching, nurturing, and take care their family. Then, the inference is "*Emily should be a teacher or nurse.*"

Moreover, the phrase only explained in their ideological context. The explicit presuppositions and inferences can be represented from the phrase. This phrase has sexist meaning because the presupposition and inference explained if women should be teachers or nurses. Hence, the gender role had an impact on society construct. The women role are women should be a teacher or nurse. Teachers are already positioned, marginalized, and silenced. Afterward, from the presupposition and inference, teaching is a good profession for women. Next, the discourse from *teacher* already created society thought women should be a teacher, which is affirmed as women were born to teach and nurture their children. Hence, the presupposition represented sexist ideologies because society restricted women from studying and work in this movie.

Data 23

Setting: Dean Griswold Office

Participant: Griswold and Ruth

Ruth: *Yet when someone transfers in as a second-year student -- having taken those more important classes elsewhere -- he's allowed a degree*

At this point, the researcher found the one presupposition in this sentence. The presupposition from this text is men were easy to transfers as second-year students to another university. Women were hard to get a permit to transfer to

another university. Last, Men were easy to obtain a permit for everything. Foremost, the inference is men and women got different treatment when they did a permit to transfer to another university.

Moreover, the phrase is explained only in their ideological context. The explicit presuppositions and inferences can be represented from the phrase. This phrase consists of sexist meaning because the presupposition and inference explained if women and men got different. Hence, the gender role had an impact on the social construct. The presupposition represented sexist ideologies because society restricted women from studying and work in a different place.

Data 24

Setting: International Courtroom

Participant: Bozarth, Judge Holloway, Ruth, Judge Daugherty, Brown, Judge Doyle.

Ruth: There are laws that say women can't work overtime. A woman's social security benefits, unlike her husband's, don't provide for her family after death...

In this data, the researcher found one presupposition. The presupposition from this text is; A law rejected women to work overtime without any reason, and women do not accept to work overtime. Besides, the inference from this sentence is when in the 1970s, women did not work overtime because they had a double burden. The double burden is they should do a domestic thing, and they should work for her family.

Moreover, the phrase is explained only in their ideological context. This presupposition explicitly represented women's discrimination and sexism ideology

because it can be interpreted from the sentence from the inference. Thus, this sentence can be defined as sexist language because the law restricted women to work overtime because several reasons. Women already have a double burden because they should take care of their families, and society is already constructed if they are in the second class.

Data 25

Setting: Dean Griswold Office

Participant: Griswold and Ruth

Ruth: Last year, John Sumner was allowed to finish his coursework in Baltimore. Three years ago, Roy Paxton—

In data 25 researcher found the sentence which contained presupposition and inference. Thus, the explanation of the presupposition is; Ruth was permitted to finish the coursework in another university, but the dean rejected whereas the man was easy to complete coursework in another university. Next, it can be categorized as subordination because women cannot choose their rights to finish their coursework in another university.

Hence, the inference from this sentence is women do not allow to choose coursework in another university because the dean struggle for gender equality at Harvard University.

As a result, the phrase explained how woman discrimination happened in America. Presupposition in this sentence represented how women cannot choose their rights because the dean thought he struggled for gender equality and thought

women should obey the rule. In addition, this sentence represented sexism because women were restricted from expressing and obtaining their right to study.

Data 26

Setting: Dean Griswold Office

Participant: Griswold and Ruth

Ruth: *When I was in law school... there was no women's bathroom*

As a result, in data 26, researchers found the presupposition which contained sexism ideology. It is represented in the sentence above. Thus, the presupposition of this sentence is distinctions in treatment for men and women that explained by Ruth based on her experience. Next, Harvard accepted women to study in the law department since the 1950s. Hence, they were not prepared for bathrooms for women. Afterward, Harvard discriminated against women because they did not give a facility for women. Hence, the inference from this sentence is women got discrimination against because there is a distinction treatment for men and women. It happened because Harvard accepted women to study law since the 1950s.

In addition, the ideological context in this presupposition is explained how women got discrimination. It described a different facility for a man and a woman. It was also represented women in education were restricted. Moreover, implicitly the presupposition and the inference represented if women were placed in a secondary class. It showed in the sentence that explained if women got different treatment in education and university.

c. Jokes and Humor

Humor is complex in sexism because it may be disguised under cover of humor. The reader or audience may accidentally perpetuate the sexism embedded in the text when they laugh at the wit. Furthermore, there is a complex analogy being shaped among women and men.

Data 27

Setting: Lecture Hall

Participant: Ruth, Fitzpatrick, Professor Brown, Students

Fitzpatrick: *Proving that a hand with a burn is worth two with a bush*

In data 27, indirectly, this utterance is one of woman discrimination with the type of subordination. The researcher found one type of sexist, there is humor. The researcher found in this utterance, "*Proving that a hand with a burn is worth two with a bush.*" Thus, they will imagine it is the hand in the bush. This sentence can be one of sexist because this scene presupposes that man and woman are different and exaggerate that supposed to be a difference. It is one androcentric because he wanted attention from his friends after giving humor to Ruth.

Because Fitzpatrick denied if he failed from Ruth and thought if Ruth's answer was wrong; thus, it represented through dialogue "*That's the same thing.*" he said it was identical, but Ruth thought it was not the same. Indirectly, he has not admitted woman equality. Next, his utterance "*Proving that a hand with a burn is worth two with a bush.*" Implicitly he was not pleased with Ruth, he thought rather than Ruth answered the question, but the answer was not

necessarily correct; it was better if Ruth should be quiet rather than being a smart woman. Moreover, it looks like Fitzpatrick not admitted if a woman defeated him. When he said that people laughter at an object because they thought the object was dumb.

d. Transitivity Choices

Transitivity choices defined as systemic linguistics related to systemic grammar foregrounds the idea of language as a system, network, of choices that described grammar could be analyzed as a set of options, and each option depending upon the context or environment. Furthermore, transitivity with the range of choice is available and revolves around three choices: material, mental, and relational.

Data 28

Setting: Greene's Office

Participant: Ruth and Greene

Ruth: Another told me I'd be too busy at bake sales to be effective. One partner closes clients in the locker room at his club -- so he said I'd be out of the loop. *Last week I was told women are too emotional to be lawyers. Then, that same afternoon, that a woman graduating top of her class must be "a real ball-buster," and wouldn't make a good colleague.* I was asked when I'd have my next baby, and whether I keep Shabbat. One interviewer told me I have a sterling resume, but they hired a woman last year, and what in the world would they want with two of us?

In data 28, in first sentence explained if women are too emotional to be lawyer. It represented when Ruth examined her experience to Greene and from the sentence is categorized as transitivity choice because explained how character

representation which passive 'victim'. Therefore, it represented people discriminated woman as gender stereotype. Furthermore, it is categorized as mental process externalized because have a strong bias if women are too emotional and cannot be a lawyer.

On other hand, the sentence is categorized as a transitivity choice in the relational process. In this scene, women were degraded because society thought if women worked with men, it could be a ball-buster and not be created a good colleague. Considering the fact represented women in that era were categorized as a secondary class. As a result, this sentence had a negative connotation. After that, the relational process had a function to implicate the subject. The subject in here is Ruth which is sarcasm to Greene and society.

Furthermore, this sentence portrayed women being oppressed that represented through the sentence the processes that relational with Ruth. Her experience of finding a job discriminated against herself because the man thought if women worked with Ruth, his wife would be jealous. Next, it categorized women's discrimination as marginalization. It is represented from the sentence that women should be a bake sale. Moreover, marginalization happened because women should do domestic things. Likewise, from relational process showed that women got discrimination and women were placed in the second position.

e. Feminism and Ideology

In feminism, ideology examined the large discursive structures underlying our constructions and our understanding of the text. Next, an interpretation of the text can be more complex to know more about ideological representations

Data 29

Setting: HARVARD UNIVERSITY CLUB - DINING ROOM

Participant: Ruth, Dean Griswold, and Classmate

Ruth: Mrs. Ginsburg, actually. My husband Marty is in the second-year class. I'm at Harvard to learn about his work. *So, I can be a more patient and understanding wife.*

This sentence portrays Ruth as a wife and mother that fit to herself. Since women should be more patient and understand men, the man cannot understand and be patient with women. Sometimes, the man only wanted to do what they wanted to. The ideologies represented if a man should be superior rather than a woman. Women are precisely based on their feelings naturalized by the culture. In this movie, women should be more patient and understanding to man whereas the man does not fit in with the statement. Moreover, women are portrayed as controlled by society for a domestic thing. As a result, this sentence represented that woman portrayed should be understanding and patient with their husbands.

Furthermore, the researcher found women discrimination through sexism ideologies mostly categorized in subordination, marginalization, and verbal sexual harassment. As a result, it represented that the eye of society in that era discriminated against women because the man felt superior and had power. Thus,

they can discriminate against women that are represented in the level of the sentence. Women are defined as powerless, should be teaching and nurturing, and obey the rules.

Moreover, the researcher found 14 data in level of sentences that divided into four types. There are six data of ready-made phrase, five data of presupposition and inference, one data of joke and humor, one data of transitivity choice, and last, one data of feminism and ideology.

3. Level of Discourse

This chapter explained the way feminists undertake a gendered analysis focused on the larger-scale structure at the level of discourse. It focused on content, the substance of texts, as a negotiation of textual elements and code that influenced a construction. It is divided into four types.

a. Character/Roles

Character created from a simple word can make the reader have learned how to construct into a set of ideological messages based on her knowledge of the way written and written. Women are often referred to differently in media. It is not only in terms of sexuality but also in terms of relation to others. Whereas, in the work situation, women are described as stereotypical jobs. Moreover, the different ways women are represented in different classes explained how she works on the possibilities of working-class women with a range of constraints that determine the type of language and image chosen in character.

Data 30

Setting: In Austin Hall, Ruth found a seat and smiles at the man. She was settling beside the man, and the man was confused.

Participant: Ruth, Griswold as the Dean, and Harvard Man.

GRISWOLD: Settle down, please. ... Be seated. My name is Erwin Griswold. I'm the dean of this place. ... Welcome to Harvard Law School. We have no glee club here. The work is hard. The load is heavy. ... Take a moment to look around you... In this room are Rhodes and Fulbright scholars. Phi Beta Kappa members. Student body presidents. A Harvard Crimson football captain. *Together, you will become lawyers. It is a privilege you share. And a responsibility that you accept. ...Consider: what does it mean to be a Harvard man? A Harvard man is intelligent, of course. But he is also tenacious. He is a leader devoted to the rule of law. He is mindful of his country. Loyal to tradition. And he is respectful and protective of our institutions.*

This discourse represented the dialogue that prefers men rather than women because Harvard University has accepted women to study Law since the 1950s. It implied if the man were superior rather than a woman. This discourse showed the character or role is if a man had a privilege became to a lawyer and leader. Moreover, this sentence showed women's character as a second class because they cannot be lawyers and leaders. Thus, indirectly women are represented as unintelligent women and passive. Besides, Griswold described if a leader must be a man. Moreover, the woman cannot be a leader in the organization. Sexism culture represented that women always being in a secondary class.

Data 31

Setting: In the grand room of Harvard University club.

Participant: Ruth, eight women, Harriet Griswold, Edwin Griswold, and a young professor.

EMILY: Emily Hicks. Hello. Connecticut. *When I finished Mt. Holyoke, my mother wanted me to get married. But I didn't want to do THAT. And I didn't want to be a teacher or a nurse. So when I—*

GRISWOLD: Ha. That's not a very good reason.

In data 31, the woman character should be married, and women should be worked as a teacher or nurse. It represented from society construct that woman after graduated should be married and be a housewife. It characterized whether women should be worked as their nature in our social life, being mothers, teaching, and nurturing a child. Next, her career path is only for being a teacher or a nurse. Next, Griswold reacted weirdly to Emily. He thought women must be a housewife and do not have any career. It does not make sense for the dean. It represented a patriarchal ideology and sexist ideology because he underestimates women. Next, the character or role already created in society was that women should be obedient to the rule from their parents, and if they rejected what their parents said, women could be called a rebel. Hence, it can be called woman discrimination, categorized as marginalization because women should do domestic things.

Data 32

Setting: In the class of Rutgers Law School

Participants: Ruth, Valentin, Roemer, Bennet, and female students.

ROEMER: That Florida's juries violated the U.S. Constitution, 'cause there were only men on them. Kenyon said a jury with women on it may have convicted Hoyt of a lesser crime, like manslaughter.

BENNETT: That law makes sense though. Women can't take care of their kids, if they're on some sequestered jury.

FEMALE STUDENTS: Excuse me? Are you kidding? (etc.)

This discourse represented when Ruth discussed in class the law that discriminates against gender and women. Next, Bennet shouts out that that law makes sense. Implicitly, this is one of the types of women discriminations as marginalization. Because this text examined women did not work, but the man cheated the woman. Bennet thought it was logic a man cheated woman, it found in this utterance. It categorized woman discrimination as a stereotype that represented the women character should nurture their children. It is well explained in the 1970s, even the feminism movement had already started, but women's discrimination still happened.

This utterance represented if a man wanted to be androcentrism. Women can't take care of their kids because of double burdens, and women should also work doing a domestic thing whereas the man was not doing something. The director narrated how women got discrimination from a man's perspective through Bennet in his utterance. Hence, the reader imagined how women discrimination happened in society through the class. On the other side, the director represented if women should take a child and do domestic things. Furthermore, it can be categorized as a character or role because society already constructed women should nurture their children and do a household thing.

Data 33

Setting: In the supreme court

Participant: Bozarth, Judge Doyle, juries, and Ruth

BOZARTH (CONT'D): Your Honors and may it please the court. Congress created this tax deduction to help caregivers go out and work. Caregivers. Folks that, if they weren't working, would stay home. *Are we meant to believe that this man would have the skills or the...caregiver's instinct to do that?*

JUDGE DOYLE: Why can't we believe that? Why does an unwed woman have that instinct, but not an unwed man? Or a WIDOWER for that matter?!

BOZARTH: Widowers don't choose to be caregivers, Judge Doyle. It's thrust upon them. As for women... It doesn't take a legal treatise to prove what a hundred thousand years of human history makes clear.

This discourse represented discrimination in a gender stereotype. Because social construct already had an effect for thousand years. The form is through action and individual interaction. It clarified in the utterance, "*Are we meant to believe that this man would have the skills*" indirectly, Bozarth assumed that the men don't need caregiver instinct. Implicitly, this is the form already created by nature because of social construct.

On the other hand, there is a perception if caregivers it only for women's employment. Implicitly, the lawyer felt superior because his opinion was based on gender roles created a thousand years ago. It represented from the scene written in the transcript if the court can be the place for discrimination. Moreover, in that year, women and gender cases, it was not influential. Furthermore, this discourse represented that woman already characterized to nurture their families and be a mother.

b. Focalization

The concept of focalization is to identify the consciousness through text within the external narrator and like to be a fictional character. Furthermore,

focalization has a position relative to the story and degree of persistence in external and internal. External focalization is described as the close of a narrating agent. It can occur in a narrative told in the first person

Data 34

Setting: In the classroom of Harvard University

Participants: Fitzpatrick, Ruth, Professor Brown, and students.

Ruth: The Court denied Hawkins damages—

Fitzpatrick: *Hawkins did get damages! The court said he could keep up to five hundred dollars-*

Ruth: *If I may finish*: Hawkins was denied damages for pain and suffering. (as Fitzpatrick sits) The New Hampshire Supreme Court ruled he was entitled to damages only based on the expected result of the contract being fulfilled.

In data 34, a researcher found a focalization that narrated woman from Fitzpatrick. It represented discrimination because when Ruth gives her opinion, Fitzpatrick cut off what she said. Moreover, it is described in this sentence, “*If I may finish.*” Indirectly, this sentence degraded women. Next, this utterance contained women's discrimination as subordination because Fitzpatrick was not admitted if he failed from Ruth in this scene. He underestimated Ruth and thought if she was acted being smart. Along this line, he cut off the conversation through the utterance, “*Hawkins did get damages!*”. It happened because of the impact of subordination. Fitzpatrick did discrimination directly. In addition, the 1950s represented the man felt inferior when women can answer the question correctly. Implicitly, they discriminated in many ways that represented if women were inferior rather than men and women should be in secondary positions.

Data 35**Setting: In Dean Griswold's Office****Participant: Ruth and Edwin Griswold**

RUTH: Yet when someone transfers in as a second-year student -- having taken those more important classes elsewhere -- he's allowed a degree.

GRISWOLD: That's—

RUTH: I've been here two years. I'm first in my class

GRISWOLD: ***There is no reason why your husband cannot provide for you while you and the child remain in Boston.***

In data 35, the researcher found that Griswold is a subject and Ruth is an object. This utterance contained woman discrimination as subordination. Ruth wanted to transfer to Columbia university. Another reason was, her husband was sick. Thus, she should move with her husband. But it is hard to get permission when she asked to move, whereas the men in this era were easy to obtain a permit to proceed. It can be found in this utterance *“There is no reason why your husband cannot provide for you while you and the child remain in Boston.”* This utterance implicitly contains woman discrimination as a marginalization that narrated woman should be provided with her husband. Furthermore, this sentence explained how focalization represented to male orientation. It can be categorized as focalization because Griswold had opinion if woman doesn't need to transfer to another university for earning a money. It is narrated external because Griswold thought if a man is a leader for family. Another factor, because he thinks if he has a role for woman study in Harvard.

He thought it was Ruth's privilege, and she chose to take off her privilege for studying at Harvard. Ruth was marginalized and subordinated directly. The

director engaged the reader to imagine object position. She should provide for her family's needs, but she takes off her fortune to study at Harvard from another perspective. Thus, the director engaged the reader to imagine how women get a different behavior, specifically in education. Furthermore, it focalized if women placed in second class and the man should provide his wife for everything even though he is sore.

Data 36

Setting: Greene's office

Participant: Ruth and Greene

RUTH: Another told me I'd be too busy at bake sales to be effective. One partner closes client in the locker room at his club -- so he said I'd be out of the loop. Last week I was told women are too emotional to be lawyers. Then, that same afternoon, that a woman graduating top of her class must be "a real ball-buster," and wouldn't make a good colleague. I was asked when I'd have my next baby, and whether I keep Shabbat. One interviewer told me I have a sterling resume, but they hired a woman last year, and what in the world would they want with two of us?

In this scene, women were degraded because society thought they could be a ball-buster and not be created a good colleague if women worked with men. Considering the fact represented women in that era were categorized as a secondary class. This sentence had a negative connotation. After that, the relational process had a function to implicate the subject. The subject here is Ruth which sarcasm to Greene and society. It explained from Ruth which narrated as first person based on her experienced when she applied a job in law firm and for person told her it seems hard to work as lawyer.

Furthermore, this sentence portrayed women being oppressed that represented through the sentence the relational processes with Ruth. Her experience of finding a job discriminated against herself because the man thought if women worked with Ruth, his wife would be jealous. Next, it categorized women's discrimination as marginalization. It is represented from the sentence that women should be a bake sale. Moreover, marginalization happened because women should do domestic things. Likewise, from relational process showed that women got discrimination and women were placed in the second position. In addition, this utterance is categorized as focalization because a woman is always placed in the second class. Ruth narrated what people said when she applied for a job if women could not work as lawyers. It is represented in this sentence. *“Last week I was told women are too emotional to be lawyers. Then, that same afternoon, that a woman graduating top of her class must be “a real ball-buster,” and wouldn’t make a good colleague,”* Thus, people thought if a woman worked as a lawyer they would be a ball-buster.

Data 37

Setting: Courtroom

Participant: Judge Doyle and Bozarth

JUDGE DOYLE: Why can't we believe that? Why does an unwed woman have that instinct, but not an unwed man? Or a WIDOWER for that matter?!

BOZARTH: *Widowers don't choose to be caregivers, Judge Doyle. It's thrust upon them. As for women... It doesn't take a legal treatise to prove what a hundred thousand years of human history makes clear.*

It represented that Bozarth constantly had an idea if a caregiver is a women's profession and the widowers don't need to choose to be a caregiver. The discourse leads to a gender stereotype that declares the widower that the man would not choose to be a caregiver. Another perspective from Bozarth that contained with women discrimination is subject had an idea if women take a legal treatise to prove human history, it represented in this utterance "As for women... It doesn't take a legal treatise to prove what a hundred thousand years of human history make clear." Implicitly, this utterance represented and focalized women were powerless in legal, and the court often ignored women. Implicitly, he declared the gender role said women profession only for women and men's careers only for men.

On the other hand, it showed the word that explained if women don't need to take a legal treatise because of the human history that already happened a hundred thousand a year ago. The writer represented that the court rejected woman and gender cases. Next, the writer indirectly showed that Bozarth declined with the feminism movement and believed that women should be.

Data 38

Setting: Courtroom

Participant: Judge Doyle and Bozarth

Bozarth: I for one would rather see my government err on the side of caring too much, of trying too hard to help the ladies of this country. Rather than be indifferent to their unique burdens. Now maybe Mr. Moritz disagrees. Or maybe he simply doesn't like paying taxes.

It represented the discourse if women should not require anything. Furthermore, it is one of sexism ideology if men are superior rather than a woman. The woman should work from home, and they should work. The subject had an idea the court should not caring too much about women's equality. The type of woman discrimination is marginalization and subordination. This discourse is represented in this utterance *“I for one would rather see my government err on the side of caring too much, of trying too hard to help the ladies of this country”* and presume the object exploit this case for her achievement. Ruth only had one requirement, and the requirement is woman equality. Bozarth rejected that. He said it was only for her achievement. It represented in this utterance, *“But of lawyers who used his case to achieve their own ends”* thus, Bozarth had a stereotype if women had too many requests.

In the reader's position, the writer represented in this period, male domination was strong. It began from assuming if women too much request and represented the lawyer just looking from one perspective. The writer described if a woman must be a housewife and a man should work, and a woman should not protest the laws. On another side, the lawyer rejected if he was defeated by the woman it represented in this utterance, *“But of lawyers who used his case to achieve their own ends”* implicitly, this utterance accepted gender discrimination.

Data 39

Setting: Courtroom

Participant: Ruth and all character.

Ruth: When I was in law school... there was no women's bathroom.

Furthermore, it is represented how women were marginalized in education. One of the reasons is, Harvard accepted women for studying in law started in the 1950s. Thus, the bureaucracy did not prepare women's activities in Harvard. It is represented in this sentence *“there was no women's bathroom.”*. Hence, this discourse shows the impact of social construction if the men were superior and the women were inferior.

Furthermore, it focalized if women in this period encountered the limitation of education. Next, another factor is a social construction. Thus, in that period, facilities for women were limited. Third, in this scene, women were powerless and could not complain because of male domination in university. It represented in the discourse

c. Schemata

Schemata is defined as a large-scale framework. That portrayed female character as an object is generally sexual. They seemed to be actively working against their destruction, a male character defined as lifeless vehicles of an ideology of macho behavior. Hence, schema or scenario is a narrative format that individuals use to structure their thought and action sequence with stereotypical models for thought processing. Schemata is representing women in text and to women meant when they had a problem and needed to be advised

Data 40**Setting: In Harvard's classroom****Participant: Ruth, Fitzpatrick, Professor Brown, and students**

BROWN: A question already, Mrs. Ginsburg?

RUTH: (rising) A correction, Professor Brown. McGee did not simply promise to fix George Hawkins's hand. He promised, quote: a one hundred-percent good hand.

FITZPATRICK: That's the same thing.

BROWN: Is it? What say you, Mrs. Ginsburg?

RUTH: It is not. Words matter. McGee grafted skin from Hawkins's chest. Not only did this fail to fix the scarring, he had chest hair growing on his palm.

FITZPATRICK: Proving that a hand with a burn is worth two with a bush.

In data 40, the researcher found a discourse that contained schemata. The female character is portrayed as an object, and the schema represented how males follow the female without his knowledge. Furthermore, it meant women should be in lower class and secondary positions rather than a man. Indirectly, this utterance is one of woman discrimination with the type of subordination. Because Fitzpatrick denied if he failed from Ruth and thought if Ruth's answer was wrong; thus, it represented through dialogue "*That's the same thing.*" he said it was identical, but Ruth thought it was not the same. Indirectly, he has not admitted woman equality. Next, his utterance "*Proving that a hand with a burn is worth two with a bush.*" Implicitly he was not pleased with Ruth, he thought rather than Ruth answered the question, but the answer was not necessarily correct; it was better if Ruth should be quiet rather than being a smart woman. It looks like Fitzpatrick not admitted if a woman defeated him. When he said that people laughter at an object because they thought the object was dumb.

Data 41**Setting: Greene's Firm****Participant: Ruth and Greene**

GREENE: *A woman. A mother. A Jew, to boot. I'm impressed that many let you through the door.*

In data 41 the researcher found a discourse that contained schemata. In view of the fact that show female character portrayed as an object and the schema represented how male described woman from his point of view. From his point of view, Greene told Ruth using the noun 'a woman, a mother, and a Jew,' Along with this sentence described a woman in the second class. Sexism ideology is represented from the scheme 'a woman', which showed a woman in a low position. Therefore, it categorized woman discrimination as a marginalization because people described women as doing a domestic thing. Next, it can be classified as a gender stereotype. It seems from how Greene described the woman as a secondary class for applying for a job.

Data 42**Setting: LOWER WEST SIDE – SIDEWALK****Participant: Ruth, Jane, and Constructions Worker**

Construction worker: ***Lookin' good, ladies. We'll warm you up... if you're getting wet.***

Ruth: (checking for another cab) It's okay. Just ignore them.

Construction worker: ***Too good for us, huh? Bitches!***

In addition, the writer placed a schema as the male did sexual, verbal harassment, also, the woman portrayed as an object of sexual. On the other hand, this utterance, which contains discriminatory words and sexism, is verbal sexual

harassment. It can find in this utterance, *“Looking good, ladies. We’ll warm you up... if you’re getting wet”* the meaning of this utterance is the construction workers want sexual activity to the object and though if they are powerless and will be sad. It can be categorized as verbal sexual harassment. Ruth attempted to overlook these men. Because they felt ignored by Ruth, they said slut. It is represented in this utterance *“Bitches!”*. It described if the power of social construction in construction workers.

Moreover, the worker felt superior and assumed that women were powerless and did not have any idea to do this. Another factor is the subjectification to discriminate in public. Women are inferior rather than men. It had an impact if the women were against that, and it would be getting worse. In this scene, the writer engaged the reader to understand how women got verbal sexual harassment. Even though men can get verbal sexual harassment, too, it happens because of social construct power. The writer presented that in America, women's discrimination always occurs until now.

Data 43

Setting: Courtroom

Participant: Moritz, Ruth, Judge Doyle, Bozarth

BOZARTH: Personally, I don’t believe that, I believe Charles Moritz is a victim. Not of his government. *But of lawyers who used his case to achieve their own ends...* Radical. Social. Change.

Data 43 represented the scheme of how Bozarth described Ruth through his point of view. Bozarth told Ruth to exploit this case for her career path in the

legal profession. It can be categorized as women's discrimination as subordination because she can't express women's rights in government. The discourse examined if women should not require anything. It is one of sexism ideology if men are superior rather than a woman. The woman should work from home, and they should work. The subject had an idea the court should not caring too much about women's equality. The type of woman discrimination is marginalization and subordination. This discourse is represented in this utterance ***“I for one would rather see my government err on the side of caring too much, of trying too hard to help the ladies of this country”*** and presume the object exploit this case for her achievement. Ruth only had one requirement, and the requirement is woman equality. Bozarth rejected that. He said it was only for her achievement. It represented in this utterance, ***“But of lawyers who used his case to achieve their own ends”*** thus, Bozarth had a stereotype if women had too many requests.

In addition, male domination was intense. It began from assuming if women too much request and represented the lawyer just looking from one perspective. The writer described a woman as a housewife and a man should work, and a woman should not protest the laws. On another side, the lawyer rejected if he was defeated by the woman it represented in this utterance, ***“But of lawyers who used his case to achieve their own ends”*** implicitly, this utterance accepted gender discrimination.

From the analysis above, the researcher found woman discrimination portrayal by the character who had an experience of woman discrimination and people who

discriminated against women. Beginning at the character or role that represented women were inferior rather than a man. Next, the woman should be married and being a teacher or nurse. Whereas focalization is described from ideological messages such as women should be worked as bake sales. Last, from schemata which represented women as an object especially sexual object.

Moreover, the researcher found 14 data in the level of discourse that divided into three types. There are four data of character/role, six data of focalization, last, four data of schemata.

B. Discussion

The study's finding represented the implementation of feminist stylistic, divided into three levels: the level of word, sentence or phrase, and discourse. In this research, a researcher found 15 data in the word level, 14 data in the sentence or phrase level. Last, 14 data in level of the discourse.

1. Woman Discrimination in Level of the Word

a. Sexism and Language

1) Linguistic Determinism

The first discussion in this research related to the term “linguistic determinism”. Kristina and Ramadona (2019) used “linguistic determinism” to analyze how writers applied the terms to represent women and men. This study used the terms “*chairman*” and “*chair*” to examine how media represented the words have sexist meaning. The researcher from previous study explained how

“*chairman*” could be categorized as linguistic determinism based on Darweesh and Abdullah (2016).

Moreover, this research discovered how sexist culture happened in American between the 1950s until 1970s. In this study explained how language culture shapes through the word (Mills, 1995). Next, the example is the term “*nurse*”, “*teacher*”, and “*caregiver*”. The terms already constructed how society view woman through words. Mostly, in that era, women should work as a teacher, nurse, and caregiver. It was represented in this movie when Ruth applied for a job as a lawyer in firm and she was rejected because she was not eligible in Greene firm. The firm was rejected because they needed a man worker rather woman worker. Implicitly, it has a sexist meaning because it represented woman was placed in a secondary class. Moreover, it showed how society views women's work through words.

Based on the terms that represented how language shapes the culture. It shows that discrimination always happens in the workplace. Discrimination can happen because of the gender gap, rights development career path (Utami, 2019). It would make clear if linguistics determined influenced workplace culture and a career. In the event that, the base sexist culture is to maintain the patriarchal system. Before in the workplace, it happened at Harvard University. Harvard prohibited women to study in law before the 1950s. After the 1950s, Harvard accepted women to school in that university. It discriminated because women

were prohibited from continuing their career path in law. Thus, women mostly work with domestic things. For instance, teacher, nurse, and caregiver.

In addition, it was represented in ‘*On the Basis of Sex*’ movie that sexism ideology applied to maintain patriarchy, or male domination through ideological and practices of individuals, collectives, and institution which oppressed women based on gender (Masequesmay, 2020). Sexism happens because some people believe that if women's capacities are inferior instead to men's. Second, women should be focused on domestic activities such as nurturing and teaching their children. Last, women and men have different roles in society. Furthermore, these factors are potential for gender discrimination against a woman (Charles, Guryan, & Pan, 2018).

2) Generic Pronouns

Next, generic pronouns is explained how the form ‘*he*’ is specifically to man, and it is categorized as sexist language because it refers to man in many times. Next, in the media the term ‘he’ widely is disambiguated with a male image (Mills, 1995). In this research researcher found two data that explained the term ‘he’ can be categorized as sexist language.

First, the term ‘he’ can be described as sexist language because it referred to male whereas there is woman in that place. It explained in this data 3 “*But he is also tenacious. He is a leader devoted to the rule of law. He is mindful of his country. Loyal to tradition. And he is respectful and protective of our institutions,*” The word him examined how the term ‘*he*’ is often refer to male.

From the sentence which explained the term *'he'* represented how woman discrimination can be happened through the word because the term 'he' refers to the male whereas there are nine women in the hall. In this term is confusing to reader because it is not to gender-specific and refer to both man and woman. The term *'he'* can be categorized as sexist language because it refers to people working and students that characteristically to man. Hence, it shows man characters that explained if a man should be a leader, mindful, and loyal. Next, it showed if lawyer and law refer to man rather than woman.

Second, in the data four, the term 'he' explained how woman was hard to get the permit for transferring to other university. It examined in data 4 *"Yet when someone transfers in as a second-year student -- having taken those more important classes elsewhere -- he's allowed a degree."* This dialogue explained the term *'he'* if men were easy to permit to transfer their class to another university, which was hard for women. In contrast to, the women were complicated because the dean thought if Ruth wasted her fortunate. Next, it reflected in society that males dominated it from the terms 'he' that Ruth said to refer to men because the men were easy to transfer in second-year students.

More than that it represented in the 1950s until 1970s showed if woman discrimination happened because the effect of affirming the markedness of female reference (Mills, p. 47, 2008). Next The term *'he'* reflected the history of male domination and strengthened a period. First, this term clearly explained how the

men varying legal interpretations excluded women but always included men (Gastil, 1990). Hence, this scene discriminated against women in many ways, especially in education and legal occupation. Next, represented if all a men should be a leader and women cannot be a leader. Furthermore, the dean represented sexist ideology even though he gave his effort to women to study at Harvard and make an assumption if Ruth and her girlfriends are man and it is specific pronouns to male.

3) Generic Noun

Generic noun is presented male-oriented in the norm. It prefers to the term of '*man*' as suffix and prefix that refer to male member whereas there is woman in the same place man. In this research, researcher found three data that explained how generic noun is male-oriented.

Furthermore, in data 5 the term of '*Blackman*' can be categorized as sexist language because the firm explained if they chose to require '*blackman*' because the firm is a family firm. Hence, explained the position of women as second class. It represented when Ruth applied for a lawyer in Greene's firm, but Greene's prioritize to choose men rather than a woman because their wives will be jealous if women work in Greene's place. Moreover, it is categorized as woman discrimination as subordination because woman placed in second place. Furthermore, the discrimination through workplace happened because when woman applied jobs it always been placed in second option. In addition, it shows woman cannot work as lawyer.

4) Gender Free-Language

Gender-free language is a term that should be genuinely generic, except gender-specific terms is crucial. In some cases of addressing someone. The terms found in the usage of *'female'* and *'male.'* The term that categorized as gender free language are *'teacher'*, *'nurse'*, and *'caregiver'* in this research. These terms are neutral, but it can be categorized as sexist language because the terms are referred to woman. Society already constructed if *'teacher'*, *'nurse'*, and *'caregiver'* is referred to woman.

Collins dictionary defined a nurse as a person whose job is to care for people who are ill. The word 'teacher' and 'nurse' is a gender-free language, but most people think nurse and teacher is a women role for the profession. Moreover, these terms seem neutral but referred to woman because society constructed if the profession is specific to woman.

b. Sexism and Meaning

1) Naming and Androcentrism

Naming and androcentric has pointedly concerned themselves with representation from "name" from a masculine viewpoint and stereotypical about sexes. It perceived a strong androcentric bias in many areas of the English language. In addition, there is a lack of acceptable terminology to bridge the gap among formal words (Mills, p. 78-79, 1995). Hence, there are two data which contained with naming and androcentrism

Marital names can be androcentrism and sexism because of the survival of tradition. The marital name emerged from patriarchal history. It can be a part of sexism because marital name symbolic women were inferior and subordinate position. She was considering because women property turns into their husband obsession (Duncan, Ellingæter, & Carter, 2020). Women tradition for adopting their husband surnames after married in America because integrated into the laws of many states. The decision of using the marital name because based on a mistaken understanding by precedents set by English law. Therefore, first, women were denied to vote in political elections and second, achieved driver's licenses or being a naturalized citizen using their prenuptial surnames (MacClintock, 2010). Furthermore, in this data "Mrs. **Ginsburg**... You're early" explained the word can be categorized as sexist language because it refers to surname of Martin Ginsburg. In contrast to, people called Ruth with her nickname such as Ruth or Kiki whereas American mostly call her name based on surname from Martin Ginsburg.

2) Semantic Derogation of Women

In the English language, Mills (1995) stated that gender-specific terms tend to be derogatory against women are opposite to available terms for men. But female terms discovered that many languages have an underlying semantic or grammatical rule, whereas males are positive and females are negative. (p. 83, 1995). Furthermore, five data included the semantic derogation of women.

First, the term '*ladies*' in data 12 described how that word is derogated to woman. It examined in this sentence "*Lookin' good, **ladies**. We'll warm you up...*

if you're getting wet.” tends to be derogatory against women in contrast with terms for men. Furthermore, it is categorized as sexist language because the meaning is to derogate woman. Next, it can be derogated woman because it happened when Ruth and Jane find a taxi and there are construction workers. Then, it categorized as sexual verbal harassment because they tempt Ruth and Jane and seem harassing them through the term ‘ladies’

Second, the term ‘*ladies*’ in data 11 seems to derogate woman because Bozarth think if woman already have many requests for equality. On the contrary, the term lady represented as derogate word because Bozarth think woman do not need equality and represented if woman natural thing is double burden, such as work and being a housewife.

Furthermore, the term of lady seemed can be replaced by ‘woman’ in many situations. But, on the other hand, the terms of ‘lady’ connotation sometimes seem derogatory and trivializing (Mills, p.70, 1995). It seems demeaning because feminists assume the language discriminated, disempower, and objectify women (Lakoff, in Pelden, Boyd, & Grobbelaar et al., 2019). Hence, the term of a lady in the 1970s still used to marked women as a different of the upper class and this terms as a women adult marker and implied there is no sexuality (Pelden, Boyd, & Grobbelaar et al. 2019).

3) Euphemism and Taboo

Mills (1995) argued if linguistics taboos and euphemisms surrounded women's life. Euphemism uses a mild or vague, or periphrastic expression to substitute for blunt precision or unpleasant truth (Fowler, in Mills, 1995, p. 89). First, in data 14 there is the term '*bullshit*'. This term can be categorized as euphemism and taboo word. It shortened from euphemism of bull and it is comparable expletive that mostly used in taboo word which categorized as profanity. The term has a meaning as nonsense which described if woman opinion is not sense for Greene. Furthermore, it categorized as woman discrimination as subordination because Greene doesn't give a chance Ruth to give her opinion and work in firm-law.

Second, the term '*bitches*' in literal meaning is a female dog. Whereas it is one of categorizing which called as vulgar slang and taboo words. Hence, '*bitches*' mean slut. Next, the function taboo words in here are explained to find attention to Ruth and Jane. Furthermore, '*bitches*' can be categorized as sexist because it is derogatory and demeaning to women. Second, it can be classified as euphemism and taboo because it is too vulgar, and the men view women were powerless. Third, categorized as epithets in the variation of taboo language. It created a women stereotype as a secondary status in social groups (Argasetya, 2009) In addition, the term '*bitches*' categorized as sexist language because it derogated woman. Hence, it is categorized as taboo words as vulgarity that common to person. It can be happened because there are under-educated

(Rahmayani & Fitrawati, 2018). In view of the fact that show who use taboo words which categorized as vulgarity is a construction worker in the street.

4) Dictionaries and Gatekeepers

Mills described dictionaries is how the term that represented a prejudice to gender. The example is sex stereotyped used in sentences which represented the term insulting for woman than a man. Furthermore, it described how the word is created based on society which is discriminated to woman (Mills, p.95, 1995). The researcher found two data that categorized as dictionaries and gatekeepers.

First, the term '*woman*' in dictionaries can be categorized as sexist language because it discriminated woman. Example, it explained in Collin dictionary the term of '*woman*' is represented women in low positions and was often not marked as insulting. In the movie, Greene saw Ruth as a second-class position because men dominated the lawyers in his firms. According to Mills (1995, p.96), it can be potentially offensive to describe a woman as bad-tempered.

Second, it explained in the term of '*nurse*'. Collin dictionary explained '*nurse*' which referred to woman. The definition of a nurse as a female profession is subordinate, servant, or employee is one of the words which contained discrimination. From the 1950s until the 1970s, women were subordinates, servants, or employees by Man. Thus, women in the profession are looked at in secondary and lower positions rather than a man. It happened because the man believed if women should be a servant or employee for their family. Society

thought if women should be a teacher for their children, take care of their family, etc.

2. Woman Discrimination in the level of the Sentence/Phrase

a. Ready-Made Phrase

First, the example is from the ready-made phrase, *“I for one would rather see my government err on the side of caring too much, of trying too hard to help the ladies of this country.”* This sentence is explained and portrayed to demean and degrade women. Second, it examined women with negative portray. In addition, this sentence had sexist messages underlying sentence. The message is that women do not utter their rights because men are always placed as a secondary class. Besides that, it described sexist ideologies represented in the United States. The core of sexism in the U.S from a patriarchal system that cannot be separated from the history of slavery which developed racism (Ikawati, 2018).

Women representation in government is imagined underrepresented, and stereotypes of a leader are always associated with men and masculinity (Bock, Craven, & Burkley, 2016). Next, another example is *“Are we meant to believe that this man would have the skills or the...caregiver’s instinct to do that?”* This sentence exposed sexist ideology, which the sentence preconstructed in society shows a man is a leader. Traditional man gender role is a leader and already stereotyped as being assertive and agentic, although women are already stereotyped as communal and caregiver (Bock, Craven, & Burkley, 2016). In that case, represented in the movie are women stereotypes as a caregiver. It explained

in this movie how women got their right to study, work, and so on in the 1950s but primarily, people underestimated women. They gave a stereotype if women should be nurturing, teaching, and caregiving their family.

The result of this study is similar to Ikawati (2018) entitled with “*Afro-American Women Discrimination on Hidden Figures -: A Critical Discourse Analysis*” which explained if discrimination can be happened because there are structural discrimination factors. Furthermore, Ikawati (2018) explained if discrimination can be seen through the policies created in the country and in the office that represented in that research. Whereas, in this research discrimination happened because the man aimed to maintains patriarchal system. It can be seen from the government crated some polices that give negative impacts and restricted woman’s right.

b. Presupposition and Inference

Second, from the level of the sentence researcher found one example which is similar to previous studies Kristina and Romadona (2019). In previous studies, they explained presuppositions are often to find in a sentence. Moreover, the presuppositions in Kristina and Romadona (2019) examined how the impression is strongly to company that only need a female CEO to help and restore a declining credibility. It intended meaning of speakers which imply if they imply a credibility rather than capability. Whereas, in this research explained presupposition explain how sexist meaning represented because the presupposition and inference explained if women should be married and be

mothers. Hence, the gender role had an impact on society construct. The women role are women should be a mother and do a domestic thing

One of example is *“Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn’t want to do THAT. And I didn’t want to be a teacher or a nurse. So, when I—”* the sentence is explained only in their ideological context that explained some people thought woman placed in secondary class.

Alongside, another data explained how woman cannot do work overtime because they have a double burden. Women already have a double burden because they should take care of their families, and society is already constructed if they are in the second class. It explained in this sentence. *There are laws that say women can’t work overtime.* A woman’s social security benefits, unlike her husband’s, don’t provide for her family after death. Indirectly, the sentence represented even though woman can work but they cannot work overtime because it had double burden to take care their family.

c. Jokes and Humor

Next, in data 29 explained the sentence of *“Proving that a hand with a burn is worth two with a bush.”* Thus, they will imagine it is the hand in the bush. This sentence can be one of sexist because this scene presupposes that man and woman are different and exaggerate that supposed to be a difference (Mills, 2008). It is one androcentric because he wanted attention from his friends after giving humor to Ruth.

Moreover, the sentence it already said with jokes intonation even Fitzpatrick denied if he failed from Ruth and thought if Ruth's answer was wrong; thus, it represented through dialogue "*That's the same thing.*" he said it was identical, but Ruth thought it was not the same. Indirectly, he has not admitted woman equality. Next, his utterance "*Proving that a hand with a burn is worth two with a bush.*" Implicitly he was not pleased with Ruth, he thought rather than Ruth answered the question, but the answer was not necessarily correct; it was better if Ruth should be quiet rather than being a smart woman.

The function of joke in language is represented how language have a power to discriminate against woman and acceptance of sexism. Moreover, sexist joke designed to demeaning and derogate woman with the fun way (Prasad, 2019). Moreover, in this sentence represented a man has a power to discriminate woman

d. Transitivity Choices

Researcher found two sentence which explained how transitivity choice represented the action of actors. First, it explained in this sentence "*Last week I was told women are too emotional to be lawyers*" the sentence explained and discriminated woman because represented women are too emotional and cannot be lawyer because gender stereotype. Furthermore, Ruth described how woman as object from her experience.

Second, in this sentence "*Then, that same afternoon, that a woman graduating top of her class must be "a real ball-buster," and wouldn't make a good colleague*" explained the impact of how patriarchal affected to women.

Women were degraded because society thought if women are smart and had a good colleague it will be dominated rather than a man and be a ball-buster. Moreover, the sentence is categorized as a transitivity choice in the relational process. Considering the fact represented women in that era were categorized as a secondary class. This sentence had a negative connotation. After that, the relational process had a function to implicate the subject. The subject in here is Ruth which is sarcasm to Greene and society.

. In contrast to (Kristina and Ramadona, (2019) represented transitivity analysis woman as a subject which represented gender stereotype if woman can be a leader in crucial position because they thought if their performance is bad and it is easy to accuse woman that explained if woman being a leader, it can be failed. Whereas, in this research, researcher found that the transitivity choice represented how woman got a stereotype if woman could not work as lawyer because they are too emotional. Hence, if woman is a graduating top on her class, it can be categorized as ball-buster. From the dialogue above, it represented how sexism in the 1950s until 1970s happened how the man maintain patriarchal culture, they said sexist word and feeling insecure to woman when the woman was higher rather than them.

e. Feminism and Ideology

In feminism, ideology examined the large discursive structures underlying our constructions and our understanding of the text. Next, an interpretation of the text can be more complex to know more about ideological representations. Furthermore, in this data explained if woman should be understanding her husband, whereas mostly the man doesn't want to understand their wife.

Ruth as a wife and mother that fit to herself. Since women should be more patient and understand men, the man cannot understand and be patient with women. Sometimes, the man only wanted to do what they wanted to. The ideologies represented if a man should be superior rather than a woman. Next, according to Mills (1995), women are precisely based on their feelings naturalized by the culture. In this movie, women should be more patient and understanding to man whereas the man does not fit in with the statement. Furthermore, women are portrayed as controlled by society for a domestic thing. As a result, this sentence represented that woman portrayed should be understanding and patient with their husbands.

3. Woman Discrimination in The Level of Discourse

a. Character/Role

The result of character or role is similar with previous studies, Darta & Kristina (2018) entitled "*The Representation of Women Characters in the Movie the Breadwinner*" which is showed how woman role or character. Darta &

Kristina (2018) explained if woman character should do a domestic thing and they do not go out of the house without men. Afterwards, the economic activities were done by the men. Opposed to this research which represented if woman in America can go out and work but government gave a limit to work and woman should not overtime when they work because after they worked woman should take care of her family. The limitation of the works is, woman should be a teacher, nurse, and caregiver. Meanwhile, in Darta & Kristina explained if woman should stay in the home and do not get out from home. Both of them are explained if woman is powerless. It explained the ideologies message “*Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn’t want to do THAT. And I didn’t want to be a teacher or a nurse. So when I—*”

The ideology underlying this sentence explained that women already had a character in a profession such as a teacher, nurse, caregiver. Social construct already constructed women, it represented that Emily’s mother thought women should be teachers or nurses. Society thought if women are the first teachers for their children. Society thought women should be a teacher for their children, take care of their family, and so on. Until now, female teachers and nurses continue to dominate teaching and nursing. It happened because the word of teacher and nurse already imagined as women.

The dialogue represented if Emily’s mother thought teacher or a nurse as an acceptable women’s work. It reflected the discourse because teaching or

nursing is an appropriate career path for women caused by innate nurturing capacity. Next, the discourse showed that a lawyer is rebelling something already created in society. Therefore, the word of nurse and teacher determined the different views of societies and interpreted the dialogue women should be a teacher or nurse. Next, the discourse from 'teacher' already created society thought women should be a teacher, which is affirmed as women were born to teach and nurture their children (Cammack & Phillips, 2002).

Furthermore, it represented that woman should have a career path as teachers or nurses. In the 1950s-1970s, women struggled for equal opportunities at work and school, even though the terms were complicated because of male and female relationships (Berg, p.31, 2009). On another perspective, it represented that Ginsburg applied gender equality. There is described with families-roles reconstruction in a few movies' transcript dialogues. It is illustrated with Martin when he was cooking a portion of food, take care of his children. The men took on half of the domestic responsibilities, then women could fulfill their aspirations as hobbies, philanthropy, and so on (Berg, p.33, 2009). In that period, Americans were discriminated against even though the feminism movement already began to against discrimination.

Additionally, in the same way from Darta & Kristina (2018) that represented how woman struggle to acquire a gender equality right. In this research Ruth struggled how woman can be equal with a man without masquerading to be a man but mostly men to be sexist because they are maintaining their patriarchy because

in the 1970s-feminism movement already started. Whereas, in Darta & Kristina (2018) examined how patriarchy happened because Taliban and in the character's family in *The Breadwinner* movie.

b. Focalization

Researcher found that how focalization represented in this movie. One of the examples is "*There is no reason why your husband cannot provide for you while you and the child remain in Boston.*" This utterance implicitly contains woman discrimination as a marginalization that narrated woman should be provided with her husband. Furthermore, this sentence explained how focalization represented to male orientation. It can be categorized as focalization because Griswold had opinion if woman doesn't need to transfer to another university for earning a money.

Mostly, focalization can be more represented to male and represented how gendered point of view as internal focalization which represented the dean narrated himself because he thinks if he fights for gender equality. In contrast to narrate woman doesn't need to transfer to another university considering his experience which indirectly discriminated woman.

c. Schemata

Moreover, one of example is, the schema that represented by the director how sexual verbal harassment happened. It explained in these sentences which is the writer placed a schema as the male did sexual verbal harassment, also, the woman portrayed as an object of sexual. On the other hand, this utterance, which

contains discriminatory words and sexism, is verbal sexual harassment. It can find in this utterance, "*Looking good, ladies. We'll warm you up... if you're getting wet*" the meaning of this utterance is the construction workers want sexual activity to the object and though if they are powerless and will be sad. It can be categorized as verbal sexual harassment. Ruth attempted to overlook these men. Because they felt ignored by Ruth, they said slut. It is represented in this utterance "*Bitches!*". It described if the power of social construction in construction workers.

In addition, the worker felt superior and assumed that women were powerless and did not have any idea to do this. Another factor is the subjectification to discriminate in public. Women are inferior rather than men. It had an impact if the women were against that, and it would be getting worse. In this scene, the writer engaged the reader to understand how women got verbal sexual harassment. Even though men can get verbal sexual harassment, too, it happens because of social construct power. The writer presented that in America, women's discrimination always occurs until now.

More than that, the three levels of discrimination which frequently appear in the level of word is linguistics determinism and gender free language. The word can be categorized as sexist language because it seems represented how woman career path it only on '*teacher*', '*nurse*', and '*caregiver*'. Mostly, woman worked as a teacher, nurse, and caregiver based on domestic thing based on this era only for woman. Generally, it already constructed how society view woman through

words. The words represented how language shapes the culture in ‘*On the Basis of Sex Movie*’. Moreover, the three professions it only refers to woman rather than a man. Thus, the word can be discriminated woman because it is categorized as gender stereotype which referred to woman.

Next, in the level of sentence/phrase and discourse the sentence that frequently appear is “*Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn’t want to do THAT. And I didn’t want to be a teacher or a nurse. So, when I—*” This phrase explained if women should be married and be a mother or working as a teacher or nurse. It represented gender role had an impact on society construct. In the sentence, it is categorized as presupposition which used to interpret a speaker in producing sentence that people supposed if woman can be worked as teacher, nurse, or caregiver.

The categorization of linguistic determinism and presupposition was similar to previous studies entitled “*The Representation of Women’s CEO Image in Online Media*”. This research also represented a glass cliff position in the legal profession. There are several reasons why women are represented as a secondary class, and there is a glass cliff position in the legal profession. First, women still got stereotypes as a housewife although they studied and feminism movement already proceeded. Hence, a workplace represented a ‘glass cliff position because a man dominates the legal profession. Thus, women worker was too often got

discrimination and placed as the second class for any profession especially profession as a lawyer, leader, and in education.

Whereas, in the level of discourse it represented the woman character or role which described woman character or role it is only working as teacher, nurse, and caregiver. It represented how gender stereotype can be found through the dialogue. Furthermore, they said woman cannot be a lawyer because the man wanted to maintain patriarchal culture and feel superior to woman. In addition, they motivated to discriminate woman because the man feels superior.

The main point from this movie is how the director focused on the feminist perspective used sexist ideology. On the other hand, this movie had two sides of American. Due the fact that in the 1950s-1970s, woman discrimination still happened, but the feminism movement started. Thus, this movie represented a feminist perspective and changed American society's power and gender equality paradigm. It showed that American women already got discrimination against women.

The feminist perspective was represented the primary purposes feminist movement to against sexism and gender equality about equality in legal laws. In the same time, to get equality in politics, work, education, domestic and reproductive rights (Masequesmay, 2020). It is described through '*On the Basis of Sex*' movie if women were not equal to men in education, work, and law. An

American government law that indirectly accepted gender discrimination, especially against women.

One of the forms of sexism in America because the assumption about a woman when she works. The stereotype is woman capacities is inferior to men. Afterwards, the family unit may hurt when a woman does activities outside the home. Last, men and women should occupy specific and different roles in society (Charles, Guryan, & Pan, 2018). Moreover, in this study, the researcher discovers a word, sentence, and discourse mainly used in this research. They mostly used generic nouns, gender-free language, ready-made phrase, presupposition and inference, focalization, character and role, and schemata.

Additionally, *On the Basis of Sex* movie is a representation of sexism, especially to a woman. It began from “second-wave” feminism in the 1960s till the 1980s. The concept of sexism explains how discrimination based on gender or sex cut off women's career success. Furthermore, it is a true story Ruth Bader Ginsburg that occurred, in the 1950s, she got discrimination that dominated with the form of subordination, marginalization, and sexual verbal harassment

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestions. First, the conclusion is taken from the data analysis in the previous chapter. The research represented how woman discrimination manifested in woman characters. In addition, the result of the data analysis includes a conclusion and suggestions for future studies.

A. Conclusion

Moreover, this thesis put an awareness of woman discrimination through language represented in *On the Basis of Sex* movie, specifically in America. The character is analyzed from the character's utterances that contained sexist ideologies through language. By using Sara Mills critical discourse analysis, namely Feminist stylistic. The data that found are.

First, in the level of the word, the researcher found 15 data which is divided into 8 models. First, in sexism in language researcher found eight data. There are two data in linguistic determinism, two in generic pronoun, one in generic nouns, and three in gender-free language. The form of a word that contained sexist word is, "*caregiver*", "*teacher*", and "*nurse*". Second, in sexism and meaning researcher found seven data. There are, one data in naming in androcentrism, two data in semantic derogation of woman, two euphemism and taboo. Last, two data in dictionaries and gate keepers.

Second, in the level of the sentence, a researcher found 14 data that divided into six models. There are, six ready-made phrase, five presupposition and inference, one jokes and humor, one transitivity choice, last, feminism and ideology. The types that dominant to use in sexist language in level of sentence are ready-made phrase and presupposition. Ready-made phrase that dominated because woman already imagined in negative norm.

Third, in the level of discourse, researcher found 14 data that divided three models. There are, four data character/roles, six data of focalization, and four data of schemata. The dominant data in this research is focalization because it narrated women in first person (women characters) and third person (the men characters). This movie represented discrimination through first person and third person.

From the above conclusions, the researcher understand that dialogue and movie can contain with ideologies. Next, *On the Basis of Sex* explained sexist culture in law profession, especially in government, through dialogue. CDA can reveal the social phenomena represented in movie. Furthermore, this movie represented how the root of woman discrimination is from sexist culture. The function of sexist is to maintain a patriarchal culture in America, specifically in the legal profession.

B. Suggestion

This research is potentially to developed because sexism representation through Critical Discourse Analysis with a feminist perspective on the movie is

interesting. The movie had a setting in Europe and America rarely to analyze because most of the movie represented the feminism movement that shows women are superior to men. Some movies may show sexism and discrimination. Furthermore, for the next researcher can use series for analyzing women's discrimination and sexism. Next, it can use news or articles representing sexist culture in the workplace, education, and society.

For the next researcher, the researcher can use this research as a reference. It may use this theory with different objects or how to analyze Sara Mills CDA approach. Hence, this research increases our awareness about sexism in society that sometimes people are not aware of sexism through social media, culture, etc.

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CURICULLUM VITAE



Asrita Hana Salsabila was born in Ambon on November 03, 1998. She graduated from SMA Negeri 6 Malang in 2017. During her study in Senior High School, she joined Student Council as Head of Division Journalism. Moreover, she joined journalism as a member in first year and treasurer in second year. She started her higher education at English Literature in 2017 and finished in 2021. Hence, during her study, she joined UKM Jhepret Club Fotografi and at the time of her study, she also did an intership in GEMA UIN MALANG for a month in 2019.

APPENDIXES

Table 1 The Identification of Word Level

| No | Text | Level of the Word | | | | | | | | | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----|----|-----|-----|--------------------|------|----|----|-----|----|------------|
| | | Sexism and language | | | | | Sexism and meaning | | | | | | Strategies |
| | | LD | GP | GN | WMF | GFL | NA | TSDW | ED | ET | MPV | DG | |
| 1. | But he is also tenacious. He is a leader devoted to the rule of law. He is mindful of his country. Loyal to tradition. And he is respectful and protective of our institutions | | ✓ | | | | | | | | | | |
| 2. | Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn't want to do THAT. And I didn't want to be a teacher or a nurse . So, when I- | ✓ | | | | ✓ | | | | | | | |
| 3. | Yet when someone transfers in as a second-year student -- having taken those more important classes elsewhere -- he's allowed a degree. | | ✓ | | | | | | | | | | |
| 4. | Thing is... We're a close-knit firm. Almost like family. And well- the | | | | | ✓ | | | | | | | |

| | | | | | | | | | | | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|--|---|---|--|---|--|---|--|--|
| | wives, they get jealous. | | | | | | | | | | | | |
| 5. | Are we meant to believe that this man would have the skills or the... caregiver's instinct to do that? | ✓ | | | | ✓ | | | | | | | |
| 6. | Lookin' good, ladies. We'll warm you up... if you're getting wet. | | | | | | ✓ | | | | | | |
| 7. | A woman. A mother. A Jew, to boot. I'm impressed that many let you through the door. | | | | | | | | | | ✓ | | |
| 8. | Bullshit! You're angry. Good! Use it. I have to say, Mrs. Ginsburg, I'm impressed. | | | | | | | | ✓ | | | | |
| 9. | Mrs. Ginsburg... You're early. | | | | | ✓ | | | | | | | |
| 10. | I for one would rather see my government err on the side of caring too much, of trying too hard to help the ladies of this country. Rather than be indifferent to their unique burdens. Now maybe Mr. Moritz disagrees. Or maybe he simply doesn't like paying taxes | | | | | | ✓ | | | | | | |

| | | | | | | | | | | | | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| 12. | Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn't want to do THAT. And I didn't want to be a <u>teacher</u> or a <u>nurse</u> . So, when I- | | | | | | | | | | | ✓ | |
| | TOTAL | 2 | 2 | 1 | 0 | 3 | 1 | 2 | 0 | 2 | 0 | 2 | 0 |
| 15 | | | | | | | | | | | | | |

Note:

- LD : Linguistic Determinism
 GP : Generic Pronoun
 GN : Generic Noun
 WMF : Woman as The Marked Form
 GFL : Gender-free Language
 NA : Naming and Androcentrism
 TSDW : The Semantic Derogation of Woman
 ET : Euphemism and Taboo
 MPV : Male Point of View
 DG : Dictionaries and Gate.

Table 2 The Identification of Sentence or Phrase Level

| No | Text | Level of Sentence or Phrase | | | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----|---|----|----|----|
| | | RM | PI | M | JH | TC | FI |
| 1. | Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, <u>my mother wanted me to get married.</u> But I didn't want to do THAT. And <u>I didn't want to be a teacher or a nurse. So, when I--</u> | ✓ | ✓ | | | | |
| 2. | Mrs. Ginsburg, actually. My husband Marty is in the second-year class. I'm at Harvard to learn about his work. <i>So, I can be a more patient and understanding wife.</i> | | | | | | ✓ |
| 3. | <i>Proving that a hand with a burn is worth two with a bush</i> | | | | ✓ | | |
| 4. | Yet when someone transfers in as a second-year student -- having taken those more important classes elsewhere -- he's allowed a degree. | | ✓ | | | | |
| 5. | Last year, John Sumner was allowed to finish his coursework in Baltimore. Three years ago, Roy Paxton-- | | ✓ | | | | |
| 6. | A woman. A mother. A Jew, to boot. I'm impressed that many let you through the door. | ✓ | | | | | |
| 7. | Another told me I'd be too busy at bake sales to be effective. One partner closes clients in the locker room at his club -- so he said I'd be out of the loop. <u>Last week I was told women are too emotional to be lawyers. Then, that same afternoon, that a woman graduating top of her class must be "a real ball-buster," and wouldn't make a good colleague.</u> I was asked when I'd have my next baby, and whether I keep Shabbat. One interviewer told me I have a sterling resume, but they hired a woman last year, and what in the world would they want with two of us? | | | | | ✓ | |
| 8. | <i>There are laws that say women can't work overtime.</i> A woman's social security benefits, unlike her husband's, don't provide for her family after death... | | ✓ | | | | |
| 9. | Jesus Christ. ... What are you doing this for Marty? You're gonna go blindly traipsing into this case... for what? <u>So the little woman can feel like she's a real lawyer?</u> | ✓ | | | | | |
| 10. | Lookin' good, ladies. We'll warm you up... if you're getting wet. | ✓ | | | | | |
| 12. | <u>Are we meant to believe that this man would have the skills or the...caregiver's instinct to do that?</u> | ✓ | | | | | |

| | | | | | | | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---|---|
| 13. | <u><i>I for one would rather see my government err on the side of caring too much, of trying too hard to help the ladies of this country.</i></u> Rather than be indifferent to their unique burdens. Now maybe Mr. Moritz disagrees. Or maybe he simply doesn't like paying taxes. | ✓ | | | | | |
| 14.. | When I was in law school... there was no women's bathroom. | | ✓ | | | | |
| | TOTAL | 6 | 5 | 1 | 0 | 1 | 1 |
| | | 14 | | | | | |

Note:

- RM : Ready-Made Phrase
 PI : Presupposition and Inference
 M : Metaphor
 JH : Jokes and Humor
 TC : Transitivity Choices
 FI : Feminism and Ideology

Table 3 The Identification of Discourse Level

| No | Text | Level of Discourse | | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----|-----|----|
| | | CR | FR | FOC | SC |
| 1 | Together, you will become lawyers. It is a privilege you share. And a responsibility that you accept. ... Consider: what does it mean to be a Harvard man? A Harvard man is intelligent, of course. But he is also tenacious. He is a leader devoted to the rule of law. He is mindful of his country. Loyal to tradition. And he is respectful and protective of our institutions | ✓ | | | |
| 2 | Emily Hicks. Hello. Connecticut. When I finished Mt. Holyoke, my mother wanted me to get married. But I didn't want to do THAT. And I didn't want to be a teacher or a nurse. So when I-- | ✓ | | | |
| 3. | Proving that a hand with a burn is worth two with a bush. | | | | ✓ |
| 4. | Ruth: The Court denied Hawkins damages— Fitzpatrick: Hawkins did get damages! The court said he could keep up to five hundred dollars- Ruth: If I may finish: Hawkins was denied damages for pain and suffering. (as Fitzpatrick sits) The New Hampshire Supreme Court ruled he was entitled to damages only based on the expected result of the contract being fulfilled. | | | ✓ | |
| 5. | There is no reason why your husband cannot provide for you while you and the child remain in Boston. | | | ✓ | |
| 6. | A woman. A mother. A Jew, to boot. I'm impressed that many let you through the door. | | | | ✓ |
| 7. | Another told me I'd be too busy at bake sales to be effective. One partner closes clients in the locker room at his club -- so he said I'd be out of the loop. Last week I was told women are too emotional to be | | | ✓ | |

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| | lawyers. Then, that same afternoon, that a woman graduating top of her class must be “a real ball-buster,” and wouldn’t make a good colleague. | | | | |
| 8. | That law makes sense though. Women can’t take care of their kids, if they’re on some sequestered jury. | ✓ | | | |
| 9. | Construction worker: Lookin’ good, ladies. We’ll warm you up... if you’re getting wet. Ruth: (checking for another cab) It’s okay. Just ignore them. Construction worker: Too good for us, huh? Bitches! | | | | ✓ |
| 10. | Are we meant to believe that this man would have the skills or the... caregiver’s instinct to do that? | ✓ | | | |
| 11. | Widowers don’t choose to be caregivers, Judge Doyle. It’s thrust upon them. As for women... It doesn’t take a legal treatise to prove what a hundred thousand years of human history makes clear. | | | ✓ | |
| 12. | I for one would rather see my government err on the side of caring too much, of trying too hard to help the ladies of this country. Rather than be indifferent to their unique burdens. Now maybe Mr. Moritz disagrees. Or maybe he simply doesn’t like paying taxes. | | | ✓ | |
| 13. | I believe Charles Moritz is a victim. Not of his government. But of lawyers who used his case to achieve their own ends... | | | | ✓ |
| 14 | When I was in law school... there was no women’s bathroom. | | | ✓ | |
| | Total | 4 | 0 | 6 | 4 |
| | | 14 | | | |

Note:

CR : Character/Roles

F : Fragmentation

FOC : Focalization

SC : Schemata