RACIAL OPPRESSION TOWARDS WOMEN IN MARGOT LEE SHETTERLY'S *HIDDEN FIGURES*

THESIS

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THESIS

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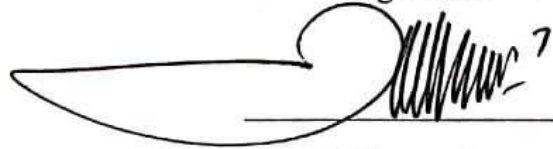NIP 197411012003121003

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MOTTO

"Allah does not burden a soul beyond that it can bear. It will have [the

consequence of] what [good] it has gained, and it will bear [the consequence of]

what [evil] it has earned..."

(Q,S, Al-baqarah: 286)

DEDICATION

It is an honor to dedicate my thesis to:

My beloved mother, Thank you for your prayers and unceasing support at every

step of my life, Thank you for all your infinite sacrifices and affection.

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First of all, I would like to convey all my praises and thanks to Allah Almighty, the Merciful One, who has always blessed me and given me the strength to complete my studies. Shalawat and greetings have always belonged to our beloved prophet, Muhammad (peace be upon him), who has brought us from darkness to a bright era. In completing this thesis, I was accompanied and assisted by people who always stood behind me, so may I express my gratitude to :

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strikes. You are the chosen one the people God sent me to always support me even things messed up my life.

Thank you for your support. This thesis is far from perfect and still exists many shortcomings. Criticism and suggestions would be welcome for make this thesis better. Hopefully this thesis can provide benefits for researchers themselves and readers in general for the present and the future.

Malang, 06 June 2024

The researcher

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ABSTRACT

Febriatama, Jihan Hanifah (2024) Racial Oppression Towards Women in Margot
   Lee Shetterly's *Hidden Figures*. Undergraduate Thesis. Department of
   English Literature, Faculty of Humanities, Universitas Islam Negeri
   Maulana Malik Ibrahim Malang. Advisor Whida Rositama M, Hum.

Keywords: Oppression, Racism, Objective Approach

Racism that occurs in America is even still happening today. This is marked by
many who raise the issue in a work. This research discusses a novel by Margot Lee
Shetterly entitled *Hidden Figures*. The author analyzes the racism of oppression
that occurs to female characters in the novel. Then this research also discusses how
they struggle to face oppression. This research is literary criticism research because
it analyzes literary works. The author uses an objective approach because in
objective literary, the analysis is based on the evidence found in the literary text
itself. This includes a direct examination of the quotations, language style, narrative
structure, and other elements that make up the meaning and message in the work.
The result of this study is that the author finds racist forms of oppression in the form
of difference and power. Differences often occur in this novel because it concerns
racism that happens to the characters. Power occurs because black people are
considered a minority and do not have the power to do anything such as making
decisions. Then the author also concludes their struggle which is divided into
individual struggle and group struggle. Individual and group struggles are carried
out so that they do not get any more oppression in the workplace or the social
sphere.

مستخلص البحث

فيبرياتاما، جيهان حنيفة (2024) القمع العنصري تجاه المرأة في مارجوت
المخفية لي شيترلي شخصيات. أطروحة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة الإسلام
نيجري مولانا مالك إبراهيم مالانج. المستشارة ويدا روزيتاما م، هوم.

الكلمات المفتاحية: القمع، الرواية، العنصرية، الموضوعية

العنصرية التي تحدث في أمريكا لا تزال تحدث حتى اليوم. وهذا ما و ما يميز الكثيرين الذين يثيرون هذه القضية. تحلل الكاتبة العنصرية التي تحدث في رواية البحث هذا يناقش. شخصيات بعنوان شيترلي لي مارجوت للكاتبة شخصيات مخفية. يناقش العمل في كيف يكافحون أيضًا ثم يناقش هذا البحث الذي يحدث الاضطهاد عنصرية النسائية في الرواية. الدراسة هذه تستخدم الأعمال الأدبية. القمع يعتبر هذا البحث من أبحاث النقد الأدبي لأنه يقوم بتحليل التي والإدراك والسياق المعنى تشمل التي للظواهر عميق فهم على للحصول النوعي الوصفي البحث أساليب لمواجهة على التحليل يعتمد الموضوعي الأدب في لأنه الموضوعي المنهج المؤلف يستخدم. الرواية هذه في تحدث السرد وبنية اللغة وأسلوب للاقتباسات مباشرًا فحصًا ذلك يتضمن. نفسه الأدبي النص في الموجودة الأدلة أشكالا يجد المؤلف أن هي الدراسة هذه ونتيجة. العمل في والرسالة المعنى تشكل التي الأخرى والعناصر يتعلق الأمر لأن الرواية هذه في الاختلافات تحدث ما كثيرا. والقوة الاختلاف في تتمثل القمع من عنصرية أي فعل على القدرة لديهم وليس أقلية يعتبرون السود لأن السلطة تحدث. للشخصيات تحدث التي بالعنصرية يتم. جماعي ونضال فردي صراع إلى ينقسم الذي صراعهم أيضًا المؤلف يختتم ثم. القرارات اتخاذ مثل شيء الاجتماعي المجال أو العمل مكان في القمع من لمزيد يتعرضوا لا حتى والجماعية الفردية النضالات إجراء.

ABSTRAK

Febriatama, Jihan Hanifah (2024) Febriatama, Jihan Hanifah (2024) Penindasan Rasial Terhadap Perempuan dalam *Hidden Figures* karya Margot Lee Shetterly. Tesis Sarjana. Jurusan Sastra Inggris Fakultas Humaniora Universitas Islam Negeri Maulana Malik Ibrahim Malang, Pembimbing: Whida Rositama, M.Hum.

Kata Kunci: Penindasan, Rasis, Pendekatan objektif

Rasisme yang terjadi di amerika bahkan masih terjadi hingga saat ini. Hal ini ditandai dengan banyak yang mengangkat isu tersebut kedalam sebuah karya. Penelitian ini membahas tentang sebuah novel karya sastra Margot Lee Shetterly yang berjudul *Hidden Figures.* Penulis menganalisis tentang rasis penindasan yang terjadi kepada karakter perempuan yang ada didalam novel. Lalu Penelitian ini juga membahas bagaimana perjuangan mereka menghadapi penindasan tersebut. Penelitian ini merupakan penelitian kritik sastra karena menganalisis karya sastra. Penulis menggunakan pendekatan objektif karena dalam kritik sastra objektif, analisis didasarkan pada bukti-bukti yang ditemukan dalam teks sastra itu sendiri. Ini mencakup pemeriksaan langsung terhadap kutipan-kutipan, gaya bahasa, struktur naratif, dan elemen-elemen lain yang membentuk makna dan pesan dalam karya. Hasil dari penelitian ini adalah penulis menemukan bentuk rasis penindasan berupa difference dan power. Perbedaan sering terjadi dinovel ini karena menyangkut rasis yang terjadi kepada karakter. Power terjadi karena orang berkulit hitam dianggap minoritas dan tidak memiliki kekuasaan untuk melakukan apapun seperti membuat keputusan. Lalu penulis juga menyimpulkan perjuangan mereka yang terbagi menjadi perjuangan individu dan perjuangan kelompok. Perjuangan individu maupun perjuangan kelompok dilakukan agar mereka tidak mendapatkan lagi penindasan ditempat kerja maupun dilingkup sosial.

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CHAPTER I

INTRODUCTION

This chapter explains about the introduction in the background study, research problem, the significance of the study, and scope and limitations. This chapter also includes previous study that was used as a benchmark by the researcher which is useful for the study. This chapter provides readers with the context necessary to understand the motivations and objectives of the study. Overall, chapter 1 serves as a compass, helping readers understand the basics of research.

A. Background of the Study

Nowadays, racism still exists throughout the world, including in modern times. Despite significant progress in combating racism, there are still many examples and cases where people are discriminated against because of their race, ethnicity, color, or origin. Stereotypes, prejudices, and unfair treatment of certain individuals or groups are some of the most common types of racism. Such events can occur in various places, such as at work, at school, in the legal system, and in everyday life. It is important to remember that racism is a structural and systemic problem, not just an individual problem. Because of skin color or origin, some people face inequalities in access to opportunities and resources. (Pager & Shepherd, 2008)

In this era, there is a lot of oppression, especially racial oppression. Racial oppression is an act or policy that discriminates against or harms a person or group based on their race or ethnicity. This is a serious form of human rights violation that has occurred throughout history and still exists in many parts of the world today. As

in the book "The New Jim Crow: Mass Incarceration in the Age of Colorblindness" by Michelle Alexander "In the era of colorblindness, it is no longer socially permissible to use race, explicitly, asa justification for discrimination, exclusion, and social contempt. So we don't. Rather than rely on race, we use our criminal justice system to label people of color "criminals" and then engage in all the practices we supposedly left behind." (Alexander, 2010. p. 2) It's important to note that the passage reflects a perspective on the challenges of addressing racial inequality and discrimination in society, even in a supposed era of colorblindness. Different individuals and scholars have varying views on the effectiveness and implications of a colorblind approach to addressing racial issues.

The issue of racism against black people is one of the most important aspects of American culture. It reflects the long history of discrimination and inequality faced by the black community in the United States. Some relevant American cultural features related tothis issue include the Civil Rights Movement, Black Lives Matter, Legal Change, and others. It is important to note that although there has been progress in addressing racism against black people, racial challenges and inequalities still exist in the United States. American culture continually seeks to address these issues through a variety of endeavors, including education, activism, and racism remains a relevant and complex issue in American culture. Many individuals and groups continue to work to create positive change and address both inequality and oppression. (Bulatao, R. A., & Anderson, N. B. 2004).

The issues of racial oppression in the United States have been debated for several centuries. The history of racial oppression in the United States includes

numerous episodes involving discrimination against black (African Americans), Native Americans (Native Americans), Asians, Hispanics, and other ethnic groups.

Racial oppression and discrimination against different ethnic and racial groups have a long history in the United States. This history, which spans several centuries, has had a significant influence on the social, political, and economic climate of the nation. Producers in America put a lot of racist and oppression events in a film so that more people are aware of the negative side of bullying itself. (Bleich, S. N. etc, 2019).

In Young's opinion, when someone limits the ability of others to convey their full human potential, it is called oppression. In other words, oppression occurs when a person treats others humbly. This can mean treating them in an inhumane way. However, it may also mean preventing them from gaining access to resources such as education, language, and other opportunities that can help them develop into real human beings physically and mentally. To live life as they see fit should not matter. (Young, 2004).

However, when discussed about oppression it will not be separated from the oppression of Africans and Americans. The history of oppression of African Americans is a long and complex story in the United States. This oppression began at the time of European colonization of North America and continued into the 21st century. Many type of oppression are happening in America. But one of them that still happens today is oppression in the context of public facilities (Young, 2004). The oppression of Africans and Americans in the context of public facilities has been an integral part of the history of the United States. This is mainly related to

the racism, segregation and discrimination that existed in the country for centuries. Even outside of specialized public facilities such as schools and restaurants, blacks often faced barriers to access to public spaces such as parks and beaches governed by segregation laws (Young, 2004).

This repression became the impetus for the growing Civil Rights Movement in the 20th century in the United States, which fought to end segregation and racial discrimination in public facilities. The movement achieved several notable victories, including the U.S. Supreme Court's ruling in Brown v. The Board of Education in 1954 declared segregationin public schools illegal. Although there has been progress in addressing this oppression, the problem of racial discrimination and inequality still exists in the United States. (History.com Editors. (2024, May 14).

Margot Lee Shetterly poured out the incident of oppression in a novel. the story of oppression in this novel describes the events that take place in America until now. The novel tells the story of three great women working at NASA. During their time at NASA, all three faced serious racial discrimination. They had to overcome barriers ranging from limited access to public facilities to denial of their abilities as African-American women.

Researchers who conducted this study aimed to understand in depth the concept of oppression that occurs in novel characters including its root causes, the mechanisms involved, and its impact on individuals and society. Analysis of racial oppression theory by Fred also helps in revealing the injustices that occur in society. This can help highlight inequalities, discrimination, and unfair treatment that may

occur against certain groups. In addition, this study also aims to understand the message to be conveyed regarding the problem of oppression of black people that occurs in America.

In the context of analysis using oppression theory, this study explains how bullying occurs in *Hidden Figures* novel. In this novel, there is oppression experienced by the three main female characters. The novel celebrates the struggles and achievements of these three women in carrying out important roles in historic space missions. They not only overcome racial barriers but also prove that their abilities are above average and have a huge impact on the success of the United States space program.

By applying the theory of oppression in the analysis of this novel, this research aims to be able to help in raising social awareness about the problem of oppression. It can mobilize people to participate together in efforts to end oppression. Analysis of theories about oppression also played a role in the development of new theories and advanced research in this field. It helps in understanding the evolution of the concept of oppression and answers questions that remain unsolved. This research also involves some previous research for the development of deeper insights and understanding of this topic. Previous studies are also expected to help build the knowledge base needed to understand this topic.This includes the basic concepts, theories, and principles that are relevant.

As a relevant reference, researchers place several previous studies on a similar topic, namely about racists. The first study is by Taufik, M., & Hasniar. (2016) examines discrimination and what forms of oppression are experienced by these

characters. Then Carter & Murphy (2015). It particularly focuses on the influence of group membership on perceptions of racism, focusing on the differing viewpoints between white and black individuals regarding the extent of racism in America. Furthermore, (Islamy, 2023) The study showed that the racism depicted in the novel reflected the social conditions at the time the story was set. Then (Dominilla, Kuncara, & Valiantien, 2020) The conclusion that can be drawn from this analysis is that black women, as third world women, experience double oppression compared to first world women and provide thought-provoking insights into the layered nature of oppression.

For further reference, the author uses a journal that has the same object as what the author is researching. The next research (Febrianti et al., 2016) is the same as the research that the author did but uses a different theory, namely by categorizing the oppression that occurs in novels. Sometimes, there are some scenes in the novel that are not explained in the movie because they follow the standard of the movie to be shown. Subsequent studies Surya, E. (2021). reflect a careful examination of the film's portrayal of racism and its evolving nature. The GAP obtained from this paper is that narrative analysis can also be analyzed by semiotic methods. The study focuses on semiotic analysis as and discrimination. Then .(Haryanti et al., 2019) this study explain main difference between discrimination and oppression is that discrimination is the differential treatment of a person or a certain group of people, whereas oppression is the malicious or unfair treatment or use of power. Then .(Ikhsano & Jakarudi, 2020) This research focuses more on feminism than discrimination or oppression. Also (Hasyim & Wahyono, 2016).

In short, the analysis concludes that "Concrete Rose" portrays racism in the form of prejudice and discrimination, explaining the challenges faced by the main characters. The study only described discrimination in two types, while in the novel analysis *Hidden Figures* described five faces of oppression.(Hasyim & Wahyono, 2016) The last one, (Törngren & Suyemoto, 2022) This is very helpful for the author's research where this oppression occurs by white people who have power. This study and other studies have similarities and differences. Similarities in the novel, such as racist towards black people, relate to this and previous research. The difference is the subject of research discussed. Like the research described earlier, this study applies the theory of Iris Marion Young suppression to analyze the novel *Hidden Figures*. This research is more comprehensive exploration of oppression using Young's theory, especially in the context of the novel. Prior to this study, there had been no specific studies examines the application of Young's theory to analyze oppression depicted in the novel *Hidden Figures*. Most previous studies have only analyzed films or movie scripts from *Hidden Figures*.

B. Problem of the Study

Based on the background of the research above, researchers concluded several Problem of the study to answer in following questions:

1. What are the forms of racial oppression experienced by the women characters in the *Hidden Figures* novel by Margot Lee?

2. How do the women characters struggle against racial oppression in the *Hidden Figures* novel by Margot Lee?

C. Significance of the Study

Research findings should be of theoretical and practical value. Theoretically, the results of the study are expected to strengthen, expand, or change the existing view of oppression in a novel. Practically this research is expected to provide knowledge and awareness of racism and social issues. Moreover, this research aims to solve the problem of the study.

D. Scope and Limitation

The scope of this research is oppression, using oppression theory by Iris Marion Young (1990) Data can only be taken from the novel of the film *Hidden Figures* and this study is only taken by the events experienced by the three main Character; Mary Jackson, Katherine Johnson and Dorothy Vaughan.

E. Definition of Key Terms

To prevent misunderstanding about the definitions of some of the terms used in this study, researchers provide the following definitions:

1. Racism: An ideology that claims that one race is better than another, resulting in discrimination, prejudice, and systemic oppression against individuals or groups based on their race or ethnicity. (Skinner-Dorkenoo 2023)

2. Oppression: A term that refers to the unjust or cruel use of authority or power to discriminate against and exploit another group or individual. This is usually done by the dominant group or institution, and includes the use of various forms of power to maintain control and conquer those perceived as less powerful or weak. (Asturi, 2022)

CHAPTER II

REVIEW OF RELATED LITERATURE

In this study, the focus was on the Oppression that occurs in the novel. Therefore, this research contributes to sociological perspectives and the theory of oppression was put forward by Iris Marion Young. Therefore, this section will explain in detail the relevant theoretical bases to support this research topic. It will discuss the Theory of Oppression which includes Oppression as a Structural Concept and Five aspects of Oppression, i.e. Exploitation, Powerlessness, Violence, marginalization, and cultural imperialism. This chapter provides a more in-depth explanation of objective approach, racism, racial oppression, and theories of oppression by Iris Marion Young.

A. Objective Approach

The term "objective" has several related meanings depending on the context, but in general, it refers to something that is based on an observable phenomenon, free from personal feelings, interpretations, or biases. Objectivity implies being fair and impartial, not influenced by personal feelings, interpretations, or opinions. It seeks to present facts and interpretations based on evidence rather than personal perspectives. (John W. Creswell, 2018)

By using an objective approach to literary criticism, the goal is to analyze and interpret literary works in a systematic, unbiased, and evidence-based manner. The main goal is to understand the text in its own way, without imposing interpretations or biases from outside sources, including its themes, characters, plot, language, and style. And also to analyze Techniques and Devices. The objective approach focuses

on finding and analyzing the techniques and devices used by authors in literary works. Examining elements such as symbolism, imagery, metaphors, narrative structure, and linguistic choices are part of this. (John W. Creswell, 2018)

According to (Warniati Desty, 2020) Objective theory is the literary theory which deals with a literary work itself. The literary researcher focuses the analysis in the intrinsic elements or the element that build up the literary work itself. That means the literature could be defined as something which stands free from the author, the reader and the universe. In reading the prose, for instance, the reader will only read and analyze all the intrinsic elements in it. Such as, the plot, the characterization, the setting, the message, etc.

To conduct objective literary criticism, critics must analyze literary works thoroughly and disciplinarily, with an emphasis on rigorous interpretation, textual evidence, and impartiality. Using this method, critics prioritize examining the text itself and investigating specific passages, dialogues, images, and narrative techniques to find deeper themes and meanings. They seek to maintain a neutral perspective, eliminating bias and subjective interpretation to gain an understanding that relies solely on the structure and content of the text. In addition, contextual understanding is inseparable, as critics consider the cultural, historical, and social backgrounds that influenced the creation of the work, illuminating how these elements influenced the work's themes and narrative choices.(Warniati Desty, 2020).

B. Racism

One of the most important words in the lexicon of modern sociology is racism. However, it is difficult to come up with a precise theory of racism because

the concept is constantly evolving. In the sociology of race and ethnicity, the concept of racism has encompassed a wide range of social phenomena, such as racial attitudes, systemic inequality, institutional discrimination, and internal stereotypes. Some researchers argue that the broad and inconsistent use of "racism" means that the term now weakens rather than enhances arguments regarding race" especially in cases where the purpose is not descriptive but simply "signifies the speaker's unambiguous condemnation of the belief or practice in question.

According to (Shiao & Woody, 2021) they find three definitions of racism that sociologists often mention: attitude, culture, and structure. In sociologists, "attitude" means the mental state of a person, which influences and reflects behavior, such as deliberate inaction. In short, sociologists often use "racism" to refer to one or more of four constructs: individual attitudes, cultural schemes, and two constructs related to structure: pre-existing ones consequential inequality, and the processes that create or maintain racial dominance.

Sociologists use the term "attitude" to describe a person's mental state that influences and reflects their behavior, including deliberate inaction. These mental states can include things like a person's unconscious disposition, their conscious assessment of various objects, and their personal beliefs (Bobo and Charles, 2009). Based on culture, sociologists refer to a wide variety of schemes that humans use to understand the world, including themselves, all of which impact the social connotations of joining a group. Based on structure, sociologists refer to both (1) the direct state of the individual and (2) the wider world that human beings understand, that is, the social relations to which they are oriented and oriented to them, especially those that reproduce themselves against the wishes of the actors

involved, which distinguish life opportunities and life experiences. (Shiao & Woody, 2021)

C. Oppression

This method emphasizes how social structures and forces create and sustain inequality and settlement. This theory recognizes that settlement is not limited to exploitation solely; It also includes elements such as social control, dominance, and individual freedom. Therefore, it helps us understand that solving involves a broader social structure than just at the individual level. Oppression is The systematic abuse of a group of people by those in authority. It can manifest itself in a variety of ways, such as violence, marginalization, and prejudice. Race, gender, sexual orientation, religion, and socioeconomic class are all potential bases for oppression. To build a more just and equal society, it is crucial to acknowledge and combat oppression. By "oppression," we generally refer to the tyranny that a governing group practices.

Oppression is a structural phenomenon that paralyzes or diminishes a group. However, what is the definition of a group? We usually discriminate people by age, race, ethnicity, religion, etc. Social groups like these are not just collections of people because they are more fundamentally linked to the identity of individuals who are considered their own. They are a certain type of collectivity that has a special effect on the way people interact with each other and themselves.(Young, 2014)

Iris Marion Young says she is a feminist thinker who builds theories of oppression. Young discusses oppression theory in his book Justice and the Politics of Difference (1990, p. 39). This theory concentrates on the components of

oppression that occur in society structurally and culturally. Muda argued that oppression does not only occur through individual actions, but is also stored in social and institutional systems, which affect people's daily lives.

However, rejection results in injustice in other circumstances. People are not always oppressed by cruel and cruel rulers. In many cases, liberal societies can deliberately impose a complete system on groups and restrict their freedoms. It is possible that the source of oppression is the decisions or policies of certain individuals that produce inherent traditions, customs and symbols. Groups or categories of individuals can be reduced and paralyzed by the system of forces and limitations established by these social norms.

Young found five types of mutually reinforcing oppression that individuals or groups can experience in society. These faces of oppression show various aspects of social inequality and injustice. It is important to remember that this type of oppression is often interrelated and can appear all at once.

D. Five Faces of Oppression

1. Exploitation

One of the main objectives of Marx's theory of exploitation was to explain how class structures could grow in the absence of norms and laws recognizing class distinctions. In precapitalist governments, it was open and achieved through direct politics. Class privilege was partially defined in serf society and feudal society with the right to take the product of someone else's labor. In both societies, the ideologies of natural superiority and inferiority are used to create class distinctions (Young, 2004).

If we assume that the value of goods exchanges in the market, then profits, the basis of power, and capitalist wealth are still a mystery. This is already clear with the labor theory of value. The value of each good is a function of the amount of time it takes to produce it. Consumption of commodities such as labor power can generate new value. The profit comes from the difference in the value of the labor performed versus the value of the labor capacity that the capitalist buys. Profits can only be achieved because the owner of capital takes more value than the value generated (Young, 2014).

Furthermore, the concept of exploitation suggests that this oppression occurs through a consistent process of transferring the fruits of labor from one social group to another for the benefit of another. Not only is it the fact that some people have a lot of wealth while most people have little, this is part of the unfairness of class division. Structural relationships are formed between social groups through exploitation. To create power relations and inequality, there are social rules governing what work is, who does it, and how work is compensated. A systematic process of generating and replicating these relationships, in which the energy of the poor is continuously wasted to retain the rich and add to their power, status, and wealth.

According to Young, Exploitation is using people's labor to make profits without paying them fairly. People who work in sweatshops are unfairly hired. They are not paid a fair wage even though their efforts and hard work are rewarded. African miners are also exploited for having to rent their mining equipment every day. If on a certain day they do not find anything valuable, they owe it for equipment rent and are not paid for their efforts (Young, 2004). The practice of employing

another person's work for financial gain without paying them fairly is known as exploitation. With this type of tyranny, the notion of "haves" and "have nots" is maintained. Although Young's theory of exploitation is founded on Marxist literature, she criticizes Marxism for being too narrow-minded to account for other forms of dominance and exploitation beyond labor exploitation, such as racial, sexual, and emotional exploitation.

2. Marginalization

Racial oppression is becoming more prevalent in the United States in the form of marginalization rather than exploitation. People who cannot or will not use the work system are considered marginal. Not only in Third World capitalist countries, but also in most Western capitalist societies, there is a growing lower class of people who are constantly confined to a social life of marginality, which is largely characterized by race: blacks or Indians in Latin America and blacks, East Indians, Eastern Europeans, or North Africans in Europe.

Nonetheless, No racial group determines marginalization. Most people in the United States are marginal; many single mothers and their children; an increase in the number of parents who are laid off from their jobs and cannot find a new job; more and more young people, especially blacks or Latinos, are unable to find new jobs; many people are unknowingly unemployed; many people suffer from physical and mental disabilities; and many American Indians.

In the understanding of marginalized groups, there are two inherent beliefs. The first is the stereotype that shared experiences can be attributed to people who have certain characteristics, such as poverty. The second is the belief that they share whatever concepts they marginalize, such as ideals. . Anyone who does not meet

these standards, values, and desires is considered unkind, disadvantaged, or marginalized. People fail to realize that not everyone will share these values and desires, and that there is legitimacy to being in such a position. As a result, people who are considered disadvantaged and marginalized may not see their lives in this way (Mowat, 2015).

The most dangerous type of oppression is probably marginalization. Each group of people is deprived of useful participation in social life, so they are potentially subject to material deprivation and even extermination. The material appropriation often caused by marginalization is certainly unfair, especially in societies where others have plenty. In principle, modern advanced capitalist society recognizes the injustice of material appropriation caused by marginalization and has taken action to address this problem by providing welfare payments and services. This welfare state will not last long, and the redistribution of welfare does not eliminate significant suffering and deprivation in most welfare states, especially in the United States. (Young, 2014).

Marginalization is the act of placing a group of people to a lower social status or to the edge or boundary of society. In general, this is an exception measure. Because society has decided that they cannot or will not use these people as labor, marginalization is in some ways worse than exploitation. Race most often leads to discrimination. Marginalization is a process in which individuals, groups, or communities are discouraged, ignored, or isolated within a particular society or system. This can happen for a variety of reasons, including social, economic, political, or cultural factors. Marginalization often results in inequality and

discrimination, which can affect an individual or group's access to resources, opportunities, rights, or services necessary for a decent life.

3. Powerlessness

As mentioned earlier, the Marxist idea of class is very important because it helps reveal the scheme of exploitation: that some individuals have power and wealth because they profit from the labor of others. For this reason, the author rejects the argument of some that the traditional model of class exploitation cannot understand the structure of modern society. But the work of most people in society adds a little strength. Although they are different from non- professional workers, most professional workers are still not members of the capitalist class. They either carry out exploitative transfers to capitalists or provide the necessary conditions for such transfers. It is true that professional workers are in an ambiguous class because they also benefit from the exploitation of nonprofessional workers.

Most workplaces in the United States, as in other advanced capitalist countries, are not democratically organized; Direct participation in public policy decision-making is rare, and policy implementation is largely hierarchical, imposing rules on bureaucrats and citizens. As a result, most people in this society do not regularly participate in making decisions that affect their living conditions and their actions, and in this sense, most people do not have significant power. At the same time, dominance in modern society is enacted through the widespread power of many agents who mediate other decisions (Young, 2014).

One of the best ways to describe this helpless status is to describe it negatively: a powerless person lacks the status, authority and sense of self that professionals usually have. If any of the three components of professional status

privileges are absent, the non-professional person will be rejected. First, Acquiring and practicing the profession has a broad progressive nature. Being professional usually requires college and the acquisition of specialized knowledge, which entails working with symbols and concepts. Professionals experience progress first in acquiring expertise, and then in the course of advancement and improvement of their professional status.

Secondly, although many professionals have supervisors and cannot influence the decisions or actions of many people directly, most retain a great deal of autonomy in their work on a daily basis. Professionals usually have authority over others, especially workers, helpers, or clients. Nonprofessionals, on the other hand, lack autonomy and are often under professional authority in both their work and the lives of their consumer- clients. Therefore, third, professional privilege goes beyond the workplace as a whole. The author calls this lifestyle "honor." Treat people with respect means being ready to listen.

The point is, the idea of powerlessness is related to Marx's theory of socialism, which says that some individuals "have" power while others "don't". The ruling class controls the powerless, who take orders only and rarely have the right to give them. Unable to make decisions, facing disrespectful treatment due to lowered status, and hindered from developing. (Young, 2004). A sense of powerlessness is the belief or perception that a person cannot control his personal and social outcomes. Control can be in the hands of external forces, other powerful people, luck, or fate, as in the Marxian picture of workers' domination and exploitation in capitalist society.

4. Culture imperialism

Those who experience dual consciousness always see themselves from the perspective of others. They evaluate their qualities based on negative perceptions instilled in the culture they are dominant in. This gives rise to unreasonable feelings of disgust and pity in everyday life. The psychological impact of cultural imperialism is a double consciousness. Individuals who experience dual consciousness refuse to identify as a whole because of devalued, objectified, and stereotyped images of themselves. They want recognition as active, hopeful, and potential human beings, but only accept judgments that consider them different, marked, or inferior to the culture that controls them.

The cultural imperialism of the ruling class and establishing it as the norm is part of cultural imperialism. The ruling groups in society control the interpretation and communication of individuals. Therefore, people's beliefs are the most widely accepted and communicated by the experiences, values, goals, and achievements of this group. This concept refers to the dominance or cultural influence of one stronger group or country over the weaker group or state. This can happen through various means.

Cultural imperialism has been around for a long time. Contemporary India provides a great illustration. The British Empire colonized India. After their enslavement by the British ended, modern Indians speak English and do many things like the British generation. Sexuality is a common example of cultural imperialism that can be found around the world. In society, the dominant group is heterosexual, so other sexual groups are considered as Other and are considered inferior or abnormal. In education and culture, people believe that heterosexuality

is a good and normal thing. This is called "heteronormity". People who are called heterosexual are considered to have different types of sexuality (Young, 2004).

Those oppressed by cultural imperialism are both characterized by stereotypes and made to make them look insignificant. Stereotypes determine their abilities. These stereotypes turn these people into masses of Others who have no identity. Because white men hold power, they may have different identities and become individuals. Each different group is simply a "group" of the Other.

5. Violence

Violence is the most easily seen and visible form of oppression. Some groups make their members aware that they should be afraid of random and unprovoked attacks against themselves or their property. While they don't always have a reason, these attacks aim to damage, humiliate, or destroy a person. These actions or behaviors involve the use of physical, psychological, or other force to harm, damage, or harm people, animals, or property. Violence can take many forms and severity, and often involves acts that go against social or legal norms.

In addition, systemic violence perpetuates power dynamics, where dominant groups use violence as a tool to maintain their power. The systemic effects of this violence go beyond individual actions and lead to collective trauma, greater social inequality, a halt to the progress of oppressed groups, and an end to the cycle of violence. Therefore, it is important to pay attention to systemic violence and work to address structural injustices and promote justice and equality in society.

More specifically, violence is systemic. When violence is directed at group members because they are members of the group, it becomes systemic. Moreover, "what all members of oppressed groups share that they are responsible for abuses,

solely because of their group identity" is part of violent repression, which includes not only physical violence (Young 1990, 62).

E. Racial Oppression

Race-based oppression, also known as racial oppression, is one of the hateful ideologies that has persisted into contemporary times. Racial associations like this have always existed, even though most people around the world are increasingly open. Fredrickson (2002) states that racism consists of two elements: difference and power. Racism comes from the belief that they are different from us. Racism is when a person is labeled and judged based on their racial characteristics.

According to Fredrickson (2002), the elements of difference and power are based on the instability of the relationship between attitudes and actions, which leads to social discrimination that differentiates races. In addition, this element, which is usually abused by high-ranking officials in charge of certain racial groups, can also play an important role in determining how racism has been perpetuated so far. This is in line with the fact that Adolf Hitler, a Nazi dictator who was anti-Semitic and anti-Semitic, committed racial oppression of German Jews.

F. Schneider's Theory of Struggle

Struggle is a conscious effort made by a person or group of people to free themselves from problems, restrain or shackle, or narrow. Struggle does not always consist of direct resistance; It can include any form of action to get out of restraint. (Schneider 2007). Humans need motivation from within to struggle in life. Then, this motivation becomes the power to get what they want in life. Sometimes, they have to struggle to get what they need. Therefore, struggle is a way to survive problems or pressures in life. Struggle occurs when people strive to achieve or

achieve a goal by doing all they can. With struggle, people will learn positive lessons. One of the traits of struggling people is that they are distinguished in areas of life and are able to achieve what is not usually expected of people their age. They also have foresight, which allows them to exploit their abilities, strengths, and potential to the fullest. Thus, they set future goals and continue their studies.(Surbakti & Pardi, 2023)

Struggle is a dose of good or bad; it does not consider whether the goal is to defeat the bad or achieve the good; Instead, it considers whether something sought or guarded is considered good or bad. People experience grief and loss when a friend, parent, or Partner passes away or moves. The automatic condition of life is an inevitable struggle; The chosen struggle is the result of personal decisions, not automatic conditions of life. The struggle can be carried out by groups as well as individuals.

Both groups and individuals can experience challenges, obstacles, or obstacles on their way to their goals. Group and individual struggle also refers to the effort or effort made by a group of people or individuals to achieve a specific goal. Group and individual struggles fall into this category. Success often depends on how groups or individuals overcome obstacles and learn from their experiences. Individual and group struggles are two categories classified by Schneider.

1. Individual struggle

According to Schneider, individual struggle is a person's attempt to get out of one's own distress without the help of others. There are many ways to avoid inhibition and oppression. One example is the black class that tried to struggle when they were oppressed by whites in the 17th century; Some of them tried to get out of

the circle. Although torture does not solve the problem as a whole or group, it can still be categorized as an individual struggle. It is possible that these escape attempts are less effective in freeing people from oppression and restraint. However, keep in mind that this is a very risky type of struggle. Since this is done individually and not in groups, they can risk their lives to succeed in this struggle.

2. Group struggle

According to this classification, struggle is an effort made by a group of people to achieve a common goal (Schneider 2007). If individual struggles are deemed too difficult to achieve, group struggles can be undertaken in the hope of being free from restraint and oppression. Some groups help each other to break free, just as a group of people protect each other to escape and be free from long periods of racial oppression. Groups are usually able to work well together. Group success can be improved by overcoming disagreements. In addition, unique group dynamics, such as division of roles, division of responsibilities, and shared decision-making, can be part of group conflict.

CHAPTER III

RESEARCH METHOD

The following chapter it is explained about research design, data sources, data collection methods, and methods of analysis of literary works are discussed in *hidden figures* novel. This chapter helps researchers determine how to retrieve data from a novel and how to analyze it. And also, researchers gain a better understanding of the methods used to enter the depths of the novel, and facilitate a better understanding of the author's intent and the historical meaning contained in the literary relationships of the work.

A. Research Method

The research design of this research was formed as a novel study. To analyze In this novel, researchers use a objective approach. This approach focuses on a deeper understanding of how people interact, why they behave the way they do, and how they interpret their experiences. This research is literary critism because literary criticism enriches research by providing analytical tools, theoretical frameworks, and a broader understanding of literature's role in culture and society.

This study sought to investigate social and racial issues within the Afro-American community as depicted in film scripts. Researchers use literary criticism that can involves careful analysis of a particular literary text or group of texts. The study may also compare the text with other works in relation to the wider literature.

B. Data Source

In this study, researchers used data sources from the novel *Hidden Figures* by Margot lee Shetterly studied to obtain results that are able to answer research questions. Researchers using data sources from the novel of *Hidden Figures*. *Hidden Figures*: The American Dream and the Untold Story of the Black Women Who Helped Win the Space Race is a nonfiction book written by Margot Lee Shetterly in 2010. The book, which runs from the 1930s to the 1960s, recounts the difficulties black women faced while participating in science in the era, providing a lesser-known NASA story. The biographical writing focuses on the lives of three mathematicians, Katherine Johnson, Dorothy Vaughan, and Mary Jackson, who worked as computers (later providing job descriptions) during the space race at NACA and NASA. The data is in the form of quotes, and dialogues. The researcher read the novel to comprehend the plot as part of the first strategy utilized in this study. The researcher used the five faces of oppression theory from 1990 to assess it.

C. Data Collection

The data that the researcher takes is in the form of words in the novel, so the researcher uses the process in collecting data. The first is read the novel from beginning to end. And then collect data to determine which one is closest to the research question before conducting the analysis. After the data is collected, researchers then do the analysis. The process is to read and relate to the definition of the type of oppression.

D. Data Analysis

After collecting the data, the researcher will continue to analyze and classify the information. This study used literary sociology to analyze the data. Next, the researcher goes through a step of the process for analysis. The first is identification of data that has been collected that is relevant to the type of oppression by Iris Marion Young that occurred to the main character. And then see how the main characters struggle against oppression and conclude.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher provides a descriptive explanation with supporting data from the novel *Hidden Figures*. It aims to answer formulation of this research problem. This chapter contains two subchapters. The first chapter is about what kind of racial oppression happens to the women character in the *Hidden Figures* novel. The following sub-chapters are about the types of struggles faced by the main characters in the novel.

A. Forms of Racial Oppression Suffered by Women Characters

In the novel "Hiden Figures", it is vividly described how the women in the novel experienced oppression because of his race. In this case, black people are considered to have a lower caste or class than white people. As a result, people who come from white groups seem to have authority or power over non-white people. Theories, customs, norms, cultural and media stereotypes, market mechanisms, and advertising are all factors that cause this structural oppression to be very widespread and unfair to some groups. In other words, it is seen in various aspects of daily life (Young, 2004).

Researchers found that some form of racist oppression in this case was not only experienced by the main characters but also by the black people around them. The oppression that happens to the main character and other black people triggers them to fight against the oppression. Here are the forms of racial oppression that happen to them:

1. Difference

The type of oppression that will be discussed first is difference. According to Fredrickson (2002), the two main elements that cause racism to arise are difference and power. The difference between "they" and "us" is the basis of this theory. Most commonly, people are differentiated by race. In explaining the form of difference, especially in the racist context first experienced by the main character named Dorothy, supported by the data below

> *There were black jobs, and there were good black jobs. Sorting in the laundry. making beds in white folks' houses, stemming in the tobacco plant-those were black jobs. Owning a barbershop or a funeral home, working in the post office, or riding the rails as a Pullman porter those were good black jobs. Teacher, preacher, doctor, lawyer-now those were very good black jobs, bringing stability and the esteem that accompanied formal training.*
> *(p. 21)*

This section explains how the broader racial power structure affects employment opportunities for African Americans. This power structure determines the type of work that is considered appropriate or accessible to various racial groups. The framework for understanding these dynamics is provided by George M. Fredrickson's theory of racial and power differences, which shows how racial and power social differences shape economic and social opportunities. Stratification within African-American communities regarding employment status and respect shows a complex interaction between race, class, and power. In addition to the above events, forms of social exclusion can also be proven by the data below:

> *The Colored waiting room at the Greyhound bus station served as the checkpoint for an in-between world. Dorothy boarded the bus, and with each passing mile, life in Farmville faded into the distance. The job at Langley, an abstraction for half a year, moved into focus. Dorothy's previous travels- Missouri to West Virginia, Ohio to Illinois, North Carolina to Virginia-dwarfed the mere 137 miles that separated Farmville from Newport News, where she had managed to secure temporary housing using a list of rooms for rent for colored tenants*
> *(p. 25)*

This section discusses the various elements of Fredrickson's theory of racism and the idea of some differences. The first, the concept of segregation and racial space is mentioned at the Greyhound bus station. This suggests racial segregation, a manifestation of the constructed racial hierarchy described by Fredrickson, which creates different spaces for different racial groups, reinforcing the idea that there are inherent differences between them. The second is Institutionalized Discrimination. A separate waiting room shows institutionalized discrimination, where racial differences are codified in policy and practice. This institutionalization perpetuates racial hierarchies by legitimizing racial segregation in the public sphere. Apart from race, difference can also occur because of their gender. Proven by the data below :

> *In the boomtown, much of the work belonged to the women. The sight of coverall-clad women working at filling stations throughout the area became so common they no longer turned heads. Women shined shoes, worked at the shipyard, and staffed the offices at military installations. With men off to the front, womanpower picked up the slack, and local businesses went to extraordinary lengths to recruit and retain female employees. The War Department hired women to pose as mannequins and stand in the windows of Norfolk's Smith & Welton department store, their task to entice other women to apply for war jobs*
> *(p. 30)*

In this section, Fredrickson's theories about racism and the concept of difference, such as gender roles and workforce, are presented. Although the main theory focuses on racial hierarchy, it also acknowledges its relationship to other types of oppression, such as gender. This section shows how the structure of society can create differences based on race and gender, as demonstrated by the prominence of women in the workforce during wartime. Although women have contributed to the war effort, they may still be faced with discrimination and unequal treatment compared to men. It illustrates the theme of inequality that exists in Fredrickson's discussion of racism. In addition to this section, there are other quotes that show

differences in the same treatment as before but in race-based differences, proven by

data below:

> *Most groups sat together out of habit. For the West Computers, it was by mandate. A white cardboard sign on a table in the back of the cafeteria beckoned them, its crisply stenciled black letters spelling out the lunchroom hierarchy: COLORED COMPUTERS. It was the only sign in the West Area cafeteria; no other group needed their seating proscribed in the same fashion. The janitors, the laborers, the cafeteria workers themselves did not take lunch in the main cafeteria. The women of West Computing were the only black professionals at the laboratory-not exactly excluded, but not quite included either*
> *(p. 42)*

In this section, Fredrickson further discusses his concepts of racism and the

construction of differences, especially related to institutional contexts. This is a way

to align with its framework. In the cafeteria, there is a different seating arrangement

with a "COLORED COMPUTER" sign, which indicates institutionalized

segregation based on race. This segregation, which is not only a social norm but

also an official regulation, shows how racism functions within institutions to

maintain hierarchical divisions between racial groups. In addition, the fact that

African-American professionals of Western Computer are separate from others

suggests a racial hierarchy in the workplace. Even though they work, they remain

segregated and excluded, showing how racism serves to marginalize and devalue

certain racial groups even in the workplace. As for other incidents that show the

elimination of black employees at work evidenced by the data below:

> *Unlike the public schools, where minuscule budgets and ramshackle facilities exposed the sham of 'separate but equal,' the Langley employee badge supposedly gave Mary access to the same workplace as her white counterparts. Compared to the white girls, she came to the lab with as much education, if not more. She dressed each day as if she were on her way to a meeting with the president.*
> *(p. 96)*

This section provides an explanation of racism as well as the formation of

segregation and inequality differences. The legal doctrine that allows racial

segregation in public facilities, such as schools, is referred to by the phrase "separate but equal." Fredrickson's theory emphasizes how this doctrine allows segregation to develop behind racial equality. This passage shows that although Langley's employee badge indicates implied equality, there are still differences between Mary and her white colleagues. Thus, this passage suggests that although Mary may have had access to the same workplace as her white counterparts, there are still fundamental inequalities and difficulties she faces. This supports Fredrickson's argument that racism occurs within institutions to maintain hierarchical divisions between racial groups, even in situations where open segregation does not exist. In addition to working women, differences also occurs in black students. evidenced by the following data:

> *Black newspapers and their readers wasted no time in making the link between America's inadequacy in space and the dreadful conditions facing many black students in the South. "While we were forming mobs to drive an Autherine Lucy [the black woman who integrated the University of Alabama in 1956] from an Alabama campus, the Russians were compelling ALL children to attend the best possible schools," opined the Chicago Defender. Until the United States cured its "Mississippiitis" that disease of segregation, violence, and oppression that plagued America like a chronic bout of consumption the paper declared, it would never merit the position of world leadership*
> *(P. 135)*

This section emphasizes the difference between the struggle for civil rights, especially segregation and education, and the American space campaign. In this case, it is in line with Fredrickson's theory of racism and the construction of differences. This passage shows the stark contrast between the tragic conditions faced by many black students in different regions of the South and America's advances in space exploration. Fredrickson's theory emphasizes how racism functions within institutional structures to maintain inequalities, including educational disparities, within them. The juxtaposition between America's

technological advances and its failure to combat systemic racism suggests that racial disparities still exist in society. In addition, this passage shows that addressing racial injustice is a real and moral obligation to America's success on the global stage. This section of Fredrickson's theory emphasizes the role of social and political movements in challenging and dismantling racist structures. It reflects a call to action to address systemic racism and uphold the principles of equality and justice, both for moral reasons and for America's position in the global arena. In addition to students, differences occurs mostly in the black community as shown by the data below:

> *The decision to prioritize a victory in space over problems on Earth was the most widespread criticism against the space program. But even those voices in the black community who expressed admiration for the astronauts, who supported the program and its mission, took NASA to the woodshed for its lack of black faces*
> *(p. 208)*

This section reflects criticism from the black community about why the space program is not prioritized to solve real-world problems, especially racial inequality and representation. Its relationship to Fredrickson's theory of racism and difference construction is that this passage emphasizes criticism of the space program because they prioritize victory in space rather than solving social and economic problems on Earth. This is in line with Fredrickson's idea that racism emerges in institutional structures to perpetuate inequality. Voices from the black community show how societal priorities reflect and perpetuate racial hierarchies by criticizing the focus on space exploration rather than addressing systemic racism and inequality. In summary, this section reflects criticism from the black community about the importance of space exploration rather than addressing racial inequality and underrepresentation at institutions like NASA. This is in line with Fredrickson's

theory by highlighting the systemic nature of racism and its impact on representation and opportunity in society.

2. Power

The next part is power. As explained earlier, racism offers material and psychological rewards to ethnic groups that have power. This ethnic group also has a willingness to dominate or eliminate other ethnic groups, which are perceived intrinsically different from themselves in terms of justifying the treatment they receive (Fredrickson, 2020). Quotes about power can be proven below :

> *Blacks were supposed to enter and exit from a rear door and find space in back, behind the Colored line; they were also supposed to yield seats to white patrons if the white section was full. A shortage of conductors at the rear door meant that most of the time, blacks actually entered through the front door and had to push through a line of white patrons in order to get to the black section. They then jostled back through to the aisle to the front to leave the bus. And if white passengers on one of the few two-man buses found themselves at the back of the bus, they too had to push through to the front, as the law prohibited whites from using the back door. If the segregation laws were designed to reduce friction by keeping the races apart, in practice they had the opposite effect.*
> *(P. 31-32)*

This situation shows the power experienced by blacks due to laws and practices that spread racial segregation on public transportation. Fredrickson's theory states that racism is often used to maintain unequal power dynamics, where dominant groups use discriminatory practices to show that they are better and control marginalized groups. According to the segregation laws described in the data, black people were forced to enter and exit the back door of the bus, occupy the space behind the "colored line" and be lowered to the very bottom position.

This segregation was done to strengthen white beliefs about their superiority and strengthen their power over society. This situation not only shows the physical discomfort that black passengers experience, but also shows that they do not have the necessary control or authority to navigate public spaces. In addition,

descriptions of white passengers should push forward if they find themselves

behind. Overall, this section emphasizes how segregation laws and practices

weaken and marginalize blacks and cause discomfort and friction for passengers of

all races. Other data that prove the same incident are as below :

> *Whereas white residents of the boomtowns might have seen these conflicts as caused by the war, Negroes, long conditioned to racial enmity in close quarters, were weary of the same old battles. Blacks caught sitting in white sections of buses or trolleys, no matter how crowded, were subject to fines. More than a few violators were dragged off city buses, some beaten by police. Members of a ladies' club called Les Femmes wrote a letter to the bus company complaining of the derogatory treatment their drivers routinely directed at Negro women. A bus driver on a route between Newport News and Hampton denied entry to Negro men in military uniform. Across the country, some equated the uniformed black soldiers with people who had stepped beyond their place, provoking slights and even violence against them.*
> *(p. 32)*

This section also discusses the African Americans experience due to

systemic oppression and racial discrimination. African Americans faced

discrimination and persecution regardless of their contribution to the war effort.

These include being fined or subjected to violence for sitting in a white section of

the bus, being denied entry to public transport, and being insulted by bus drivers.

These examples show that they do not have the right to choose and control their

own lives and experiences, which shows the power dynamics and injustices inherent

in racially differentiated societies. Overall, this data is in line with Fredrickson's

theory because it shows how racism continues to serve as a tool to maintain power

dynamics even as society changes, and how black people still face discrimination

and oppression in various aspects of their lives. In addition to power in public

facilities, power also occurs in the workplace as quoted below:

> *In the hierarchy of racial slights, the sign wasn't unusual or out of the ordinary. It didn't presage the kind of racial violence that could spring out of nowhere, striking even the most economically secure Negroes like kerosene poured on a smoldering ember. This was the kind of garden-variety segregation that over the years blacks had learned to tolerate, if not to accept, in order to function in their daily lives.*

But there in the lofty environment of the laboratory a place that had selected them
for their intellectual talents, the sign seemed especially ridiculous and somehow
more offensive
(p .42)

In this context, there is a sign found in the western area that spells out "colored computers" This section describes the sense of powerlessness experienced by black individuals in the face of systemic racism and discrimination, even in environments where they were singled out for their intellectual talents. Fredrickson's theory emphasizes that this hierarchy is not just an anomaly of the past; They are an ongoing system of power that aims to maintain white dominance. Signs of persistent segregation, even in evolving environments, indicate the pervasive nature of the hierarchy. Another quote that explains this is as below:

They tried to ignore the sign, push it aside during their lunch hour, pretend it
wasn't there. In the office, the women felt equal. But in the cafeteria, and in the
bathrooms designated for colored girls, the signs were a reminder that even within
the meritocracy of the US Civil Service, even after Executive Order 8802, some
were more equal than others. Even the group's anodyne title was both descriptive
and a little deceptive, allowing the laboratory to comply with the Fair Employment
Act-West Computing was simply a functional description on the organizational
chart-while simultaneously appeasing the Commonwealth of Virginia's
discriminatory separate-but-equal statutes. The sign in the cafeteria was evidence
that the law that paved the way for the West Computers to work at Langley was
not allowed to compete with the state laws that kept them in their separate place.
The front door to the laboratory was open, but many others remained closed, like
Anne Wythe Hall, a dormitory for single white women working at Langley. While
Dorothy walked several blocks each morning from the Lucys' house to the bus, the
women at the dormitory enjoyed special bus service. There was nothing they could
do about that, or the separate "Colored girls" bathroom. But that sign in the
cafeteria..
(p. 42)

This passage shows the power of the women and their attempts to ignore the sign and pretend it doesn't exist. It shows coping mechanisms in response to constant reminders of their marginalized status. Although they may feel equal in the office because of their work and abilities, signs in cafeterias and bathrooms indicate that they will be served unequally because of their race. Overall, this section illustrates the powerlessness experienced by black women. They face strong racism

and discriminatory systems that limit equal opportunity and treatment but nothing can be done to overcome it. In addition to marginalization, gender-based inequality can also occur in the form of powerlessness. This is evidenced by the data below:

> *For many men, a computer was a piece of living hardware, an appliance that inhaled one set of figures and exhaled another. Once a girl finished a particular job, the calculations were whisked away into the shadowy kingdom of the engineers. "Woe unto thee if they shall make thee a computer," joked a column in Air Scoop. "For the Project Engineer will take credit for whatsoever thou doth that is clever and full of glory. But if he slippeth up, and maketh a wrong calculation, or pulleth a boner of any kind whatsoever, he shall lay the mistake at thy door when he is called to account and he shall say, 'What can you expect from girl computers anyway?"*
> *(p.55)*

This section raises the issue of powerlessness experienced by female computers working in the aerospace industry. Although they contribute greatly to calculations and work processes, their efforts are often overlooked, and their credit is unfairly attributed to male engineers. It illustrates a systemic imbalance of power in which engineers, usually men, hold authority and control over the work done by female computers. In addition, the derogatory language used in the Air Scoop column reinforces gender-based stereotypes and exacerbates women's roles, making them feel powerless in the workplace. Fredrickson's theories of power and racism explain a useful basis for understanding the gender dynamics described in the work environment. Women are seen as "women's computers", and the societal stereotypes that support these practices are all part of a broader system of power and control. Although Fredrickson primarily conducts his analysis in the context of race, this system also applies to gender hierarchies, illustrating how the inequalities that occurred long ago shaped interactions and institutions in today's times. In addition to being gender-based, power can also occur class-based. Evidenced by the data below:

The Greenbrier segmented its serving class carefully. Negroes worked as maids, bellmen, and kitchen help, while Italian and Eastern European immigrants attended the dining room. During summers home from Institute, the Coleman boys pulled stints as bellmen, and Katherine and her sister took jobs as personal maids to individual guests. Accommodating the every need of the visiting gentry-cleaning their rooms: washing, ironing, and setting out their clothes; anticipating their desires while appearing invisible was a sow's ear of a job that Katherine deftly spun to silk.
(p.65)

This section shows especially dynamics based on race and class. In The Greenbrier, specific roles assigned based on race and ethnicity indicate systemic inequality and marginalization of certain groups. African Americans, Italian immigrants, and Eastern European immigrants were relegated to jobs such as waitresses, and kitchen assistance, while guests, often wealthy and white, were served by these people. The portrayal of Coleman and Katherine's sons and their sisters working in service roles over the summer emphasizes the limited opportunities available to them and the expectation of fulfilling subservient jobs to meet the needs of wealthy guests. Fredrickson's theories of power and racism provide a complete basis for understanding information about labor segmentation in The Greenbrier. The deliberate division of labor based on race and ethnicity shows the dynamics of historical forces aimed at maintaining social order and strengthening racial hierarchies. This segregation is justified by social stereotypes and norms, which serve as a tool for social control and guarantee that white immigrants and black workers remain at the bottom.

B. The struggle carried out by the women character

As the main subjects of the study, they discovered and analyzed the type of racial oppression that the main characters suffered, and how that racial oppression impacted themselves. Researchers will discuss and answer the second research question, about how the main character struggles to gain freedom and avoid

oppression, as well as the impact of racial oppression on individuals. How can she rise from the trauma caused by the racial oppression she endured, whether by individual or group struggles

1. Individual struggle

Individual struggles refer to personal challenges, obstacles, or conflicts that a person faces in the course of their life. These struggles can include a variety of experiences, such as overcoming adversity, dealing with personal setbacks, pursuing goals or aspirations, grappling with internal conflicts, or navigating significant life transitions. In this novel there are several struggles carried out by the main character or even other supporting characters. The first individual struggle is proven by the data below :

> *After twelve years at the head of the classroom, the tables had turned, and for the first time since graduating from Wilberforce University, Dorothy Vaughan gave herself fully to the discipline that had most engaged her youthful mind. She had come full circle and then some, as she tried to attune her ear to the argot that flew back and forth between the inhabitants of the laboratory, all seeking to answer the fundamental question "What makes things fly?" Dorothy. like most Americans, had never flown on a plane, and in all likelihood, before landing at Langley, she had never given the question more than a passing consideration. (p.51)*

This section mostly deals with individual struggles, with an emphasis on Dorothy Vaughan's personal journey and how she adjusts to a new environment. After spending twelve years as an educator, he transitioned to a new career path at Langley and studied computers. Vaughan had difficulty adjusting to the technical language and concepts commonly used in laboratories, especially with regard to the fields of aeronautics and aviation, which he was unfamiliar with. His journey of self-discovery and learning reflects a person's struggle to navigate new terrain and broaden his intellectual horizons even if they have no previous experience in the field. Other data that prove Dorothy's struggle are below:

Dorothy became an expert in the eighteen- hour day, when she could find the time, taking the earliest possible bus to Farmville. She lingered over her children as long as she could before a late-night return to her corner of the war machine, the numbers on her data sheets swimming before her tired eyes the next day. Even time off over holidays, which were more flexible but still considered workdays, was hard to come by particularly as she was still classified as a temporary war service employee.
(p.56)

This section depicts individual struggles, focusing on Dorothy's individual struggles as she juggles her responsibilities as a mother and her demanding work at Langley during wartime. Dorothy faced difficulty balancing her work commitments with her desire to spend time with her children, resulting in long, exhausting days in which she dedicated herself to both aspects of her life. Despite his efforts, he struggled to find enough rest time, even during holidays, due to his classification as a temporary war service employee. This portrayal emphasizes Dorothy's resilience and determination in managing the demands of her family's work and obligations, highlighting the personal sacrifices she makes in pursuit of her goals.

2. Group struggle

As explained before, group struggles can be undertaken in the hope of being free from restraint and oppression. Some groups help each other to break free, just as a group of people protect each other to escape and be free from long periods of racial oppression. The first example of African American struggle is evidenced by the data below :

They wielded their work like weapons. warding off the presumption of inferiority because they were Negro or female They corrected each other's work and policed their ranks like soldiers against tardiness, sloppy appearance, and the perception of loose morals. They warded off the negative stereotypes that haunted Negroes like shadows, using tough love to protect both the errant individual and the group from her failings. And each time the laboratory passed the collection plate for Uncle Sam, the Wiest Computers reached into their purses as they had when they were teachers, so that West Computing could claim 100 percent participation in the purchase of war bonds. (p.46)

This section discusses the struggles of groups, especially African-American women who worked as computers during the war. Racial and gender discrimination and negative stereotypes deter them. To overcome these obstacles, they banded together, supported each other, and watched over each other to maintain rule and combat prejudice. They contributed to the war effort by buying war bonds as a group; Their collective efforts go beyond their individual roles. It is a collective action that shows a common struggle against the injustice of the system and the expectations of society. Other group struggles as women are also evidenced by the data below :

> *Not everyone could take the long hours and high stakes of working at Langley, but most of the women in West Computing felt that if they didn't stand up to the pressure, they'd forfeit their opportunity, and maybe opportunity for the women who would come after them. They had more riding on the jobs at Langley than most. The relationships begun in those early days in West Computing would blossom into friendships that extended throughout the women's lifetimes and beyond, into the lives of their children. Dorothy Vaughan, Miriam Mann, and Kathryn Peddrew were becoming a band of sisters in and out of work, each day bringing them closer to each other and tethering them to the place that was transforming them as they helped to transform it.*
> *(p.47)*

The section also describes the struggles of the group, especially for women at West Computing in Langley. With long hours and high stakes, they face many challenges. However, they realize how important their role is for future generations of women and for themselves. A sense of friendship and brotherhood arose throughout their lives because of their solidarity and support for each other. They collaborate to take on challenges and are connected by their shared passion and experience to move forward. There is a similar struggle carried out by a group of women and proven by the data below:

> *In truth, the idea of becoming a research mathematician had always been an abstraction, and with the passage of time, it was easy to believe that the job was something that existed only in the mind of her eccentric professor. But in Hampton, Virginia, Dorothy Vaughan and scores of other former schoolteachers were*

> *proving that female research mathematicians weren't just a wartime measure but*
> *a powerful force that was about to help propel American aeronautics beyond its*
> *previous limits.*
> *(p.69)*

This section shows the efforts and struggles of Dorothy Vaughan and other former schoolteachers in Hampton, Virginia, who demonstrated their value as female research mathematicians. This comes at a time when the role is hardly recognized or considered temporary due to the needs of war. Their contributions advanced American aeronautics, demonstrating that women in mathematics and research were not just a temporary solution but an important enduring force. This section shows their collective struggles and their successes in overcoming social and professional challenges. Other data that prove the struggles of woman especially West computer women are proven below:

> *By securing jobs in Langley's West Computing section, they now had pledged one*
> *of the world's most exclusive sororities. In 1940, just 2 percent of all black women*
> *earned college degrees, and 60 percent of those women became teachers, mostly*
> *in public elementary and high schools. Exactly zero percent of those 1940 college*
> *graduates became engineers. And yet, in an era when just 10 percent of white*
> *women and not even a full third of white men had earned college degrees, the West*
> *Computers had found jobs and each other at the "single best and biggest*
> *aeronautical research complex in the world."*
> *(p.39)*

These groups have faced many challenges and difficulties, mainly due to social norms and racial discrimination prevailing at that time. Although they had many opportunities, they managed to get a job in Langley's West Computing section. This is a major achievement considering the very limited employment opportunities for black women, especially in engineering. This section demonstrates the remarkable resilience and determination of this woman to overcome social challenges and pursue a career in aeronautical research.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, it contains a closure namely conclusions and suggestions. The researcher summarizes the overall results obtained in this study by focusing on two parts, namely the racial forms of oppression suffered by the characters in the novel and the struggle against oppression. This chapter also provides suggestions for further research.

A. Conclusion

The first point presented here is that there are five racial forms the oppression described here is, exploitation, marginalization, powerlessness, cultural imperialism, and violence. And two of them happen to the characters in this *Hidden Figures* novel, namely marginalization and helplessness. Marginalization occurs because black people are considered a minority which makes them marginalized and not treated as well as white people. Powerlessness occurs when they has no power of power. What happens in this novel is that powerlessness also occurs because of their racial factors, namely black skin, which causes a person or group to feel powerless because of an unfair system.

The research also revealed that individual and group struggles alike to rise up and resist the racial oppression experienced by them. Individual struggle is the most an important role in the main character's journey to be able to rise and fight from the hardships he faced after the suppression back then. After a long time of struggle and suffering, the main character can finally prove that he can be equal to white people. Group struggles also have the role is no less important because to achieve success

or rise from adversity to so long need support from people around, in giving a sense of security and help foster the spirit to rise. Because not infrequently People who get oppressed can survive. Most of them fail and despair because, one of these factors is not supported by the closest people.

B. Suggestion

Researchers want to invite readers to be more aware of these issues racial oppression as of late it has become more and more widespread and has worsened the condition regarding this phenomenon. Researchers used novel *hidden figures* to analyze how racial oppression this was. This novel has many meanings and values. Further researcherscan conduct research using this novel with different and more in-depth aspects and theories. The researcher hopes that other researchers can also increase their awareness of this issue.

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CURRICULUM VITAE

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