

**AN ANALYSIS OF SPEECH STYLE USED BY
THE FEMALE LEADS IN *HIDDEN FIGURES* MOVIE**

UNDERGRADUATE THESIS

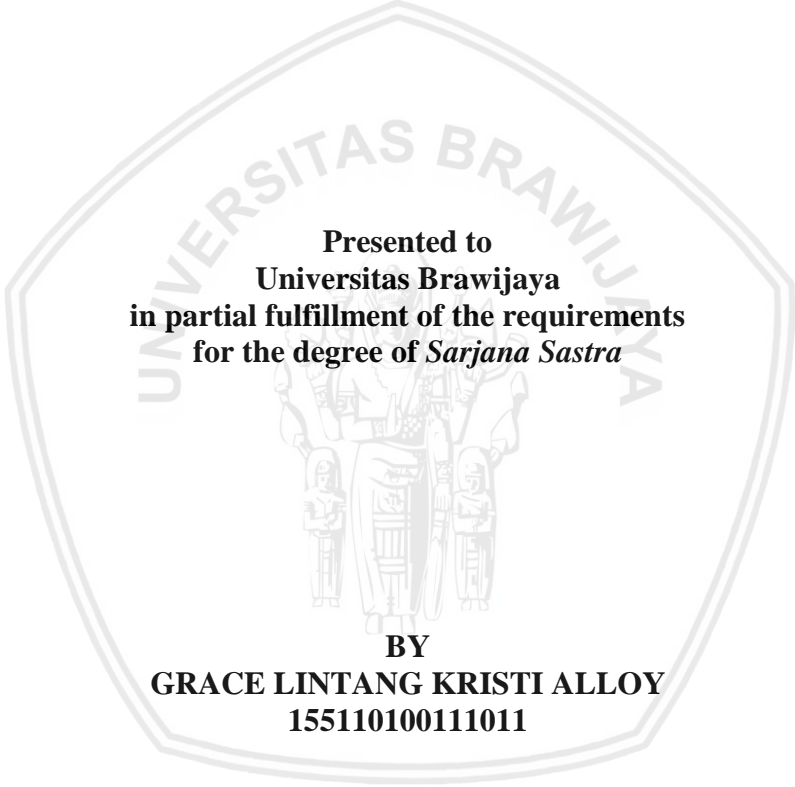
**BY
GRACE LINTANG KRISTI ALLOY
155110100111011**



**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2019**

**AN ANALYSIS OF SPEECH STYLE USED BY
THE FEMALE LEADS IN *HIDDEN FIGURES* MOVIE**

UNDERGRADUATE THESIS



**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra***

**BY
GRACE LINTANG KRISTI ALLOY
155110100111011**

**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2019**

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Grace Lintang Kristi Alloy
NIM : 155110100111011
Address : Jln. Selat Sunda IV D4/46
Malang – Jawa Timur

Declare that:

1. this undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. if at a later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.


Malang, July 15, 2019



Grace Lintang Kristi Alloy
NIM 155110100111011

This is to certify that the undergraduate thesis of **Grace Lintang Kristi Alloy** has been approved by the supervisor

Malang, July 15, 2019



Emy Sudarwati, S.S., M.Pd.
NIK 201209 830414 2 001



repository.ub.ac.id

This is to certify that the undergraduate thesis of **Grace Lintang Kristi Alloy** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra*



Istiqomah Wulandari, M.Ed., Chair
NIP 19781017 200604 2 001



Emy Sudarwati, S.S., M.Pd., Member
NIK 201209 830414 2 001

Acknowledged by,

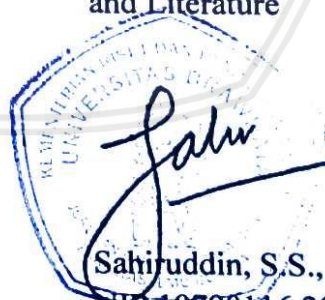
Head of Study Program of English



Isti Purwaningtyas, M.Pd.
NIP 19790519 200501 2 003

Sighted by,

Head of Department of Languages
and Literature



Sahiruddin, S.S., M.A., Ph.D.
NIP 19790116 200912 1 001

ACKNOWLEDGEMENTS

I would like to convey my gratitude to those who have helped and supported me through the process of finishing this undergraduate thesis. First of all, all praises to the Lord for the blessing and guidance given especially during the completion of the thesis.

Second, I would like to express my appreciation to my supervisor, Emy Sudarwati, S.S., M.Pd, who has assisted and aided me with constructive feedbacks throughout the journey. It is by her encouragement and support that the research could be concluded on time. I would also like to honor my examiner, Istiqomah Wulandari, M.Ed., for the comments and suggestions that have influenced the improvement of this study.

Third, the biggest gratitude is given to my family, especially my parents, Aluisius Bambang Sutopoadi and Indra Muliati for the endless prayers and solace on both good times and hard times. Also to my little brother, Christopher Sindhu Nugraha Alloy, who silently provides moral support from behind.

Fourth, huge regards to Reza Azzubair Wijonarko, for his inexhaustible inducement to complete this thesis. It would be impossible for me to be able to reach this important stepping stone without his presence. I am so glad we are able to eventually make it through the end together.

Fifth, I am forever indebted to my bestfriends, from both highschool and college days, with whom I have been through the highs and the lows. Thank you for unceasingly checking on me and urging me to finish my thesis.

It is impossible to write the names of the people I am grateful of one by one, but their well-intended acts and advices will always be a part of who I have become and what I have accomplished. I am appreciative for having such terrific support system. May the blessing of God be upon them.

Malang, July 15, 2019

Grace Lintang Kristi Alloy



ABSTRACT

Alloy, Grace Lintang Kristi Alloy. 2019. **An Analysis of Speech Style Used by the Female Leads in *Hidden Figures* Movie**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Emy Sudarwati.

Keywords: Speech Style, Gender, Female Speech Styles, Male Speech Styles

In order to convey their opinion, people need language as a medium. The way they use it might differ in accordance to several facets. This refers to style, or specifically speech style when it is applied to spoken discourses. One of the component that affects the application of speech styles is gender. There are certain presumptions regarding how people speak based on their gender. Females are regarded as submissive, while males are thought to be aggressive. However, there might be deviation from these stereotypes when people are placed in particular situations, like in workplace. In attempt to examine the possibility of the diversion, the writer chose the movie *Hidden Figures* to be explored. Several problems of study are to be answered, namely finding out the features of female and male speech styles and the types of speech styles which are used the most in the female leads' utterances in the workplace in *Hidden Figures* movie. The theory that is used to unravel the problems mentioned is the gendered speech style theory by Judith Baxter (2010). The method used to conduct this study is qualitative method on audio and visual materials.

The writer found 116 utterances situated in the workplace which contain gendered speech style features. Out of 5 female speech style features and 6 male speech style features, all are discernible in the data. They are personal (9), compliant (18), polite (3), co-operative (88), and process-oriented (7) for female, and matter of fact (22), assertive (30), aggressive (3), use of humour (1), ego-enhancing (2), and goal-oriented (3) for male. The speech style features which are uttered the most are co-operative and assertive respectively.

It is concluded that all of the gendered speech style features according to Baxter's theory are recognizable. The three female leads preserved their use of female speech styles and adopted male speech styles. The upcoming researchers are recommended to observe not only the utterances in the workplace, but also in other settings. It is also suggested that they examine the speech style using another factors, particularly ethnicity for the movie used in the present study.

ABSTRAK

Alloy, Grace Lintang Kristi Alloy. 2019. **Analisa Gaya Bahasa Lisan yang Digunakan oleh Para Pemeran Utama Wanita dalam Film *Hidden Figures***. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Emy Sudarwati.

Kata Kunci: Gaya Bahasa, Gender, Gaya Bahasa Perempuan, Gaya Bahasa Laki-laki

Untuk menyampaikan pendapatnya, manusia memerlukan bahasa sebagai perantara. Cara mereka menggunakan bahasa dapat bervariasi, bergantung kepada beberapa sebab. Hal ini mengacu pada gaya bahasa, atau tepatnya gaya bahasa lisan ketika digunakan dalam percakapan. Salah satu komponen yang memiliki pengaruh pada penggunaan gaya bahasa lisan adalah gender atau jenis kelamin. Ada anggapan tertentu mengenai bagaimana orang berbicara berdasarkan gender. Perempuan dianggap bersikap penurut, sedangkan laki-laki agresif. Meskipun begitu, bisa saja ada penyimpangan dari stereotip yang disebutkan ketika manusia berhadapan dengan suatu situasi, seperti contohnya dalam lingkungan kerja. Untuk menguji kemungkinan deviasi tersebut, penulis memilih film *Hidden Figures* untuk dikaji. Ada beberapa permasalahan yang akan dijawab, yaitu mencari jenis gaya bahasa lisan apa saja yang digunakan dan jenis gaya bahasa lisan apakah yang paling banyak digunakan dalam ujaran tokoh-tokoh utama perempuan di film *Hidden Figures*. Teori yang digunakan untuk menjawab permasalahan dalam penelitian adalah teori gaya bahasa lisan berbasis gender oleh Judith Baxter (2010). Metode yang digunakan dalam penelitian ini adalah metode kualitatif untuk materi audio dan visual.

Penulis menemukan 116 ujaran yang dilontarkan di tempat kerja yang mengandung gaya bahasa berbasis gender. Dari 5 gaya bahasa perempuan dan 6 gaya bahasa laki-laki, semua tipe dapat ditemukan, yaitu *personal* (9), *compliant* (18), *polite* (3), *co-operative* (88), dan *process-oriented* (7) untuk gaya bahasa perempuan, serta *matter of fact* (22), *assertive* (30), *aggressive* (3), *use of humour* (1), *ego-enhancing* (2), dan *goal-oriented* (3) untuk gaya bahasa laki-laki. Aspek gaya bahasa lisan yang paling banyak digunakan adalah *co-operative* dan *assertive*.

Dari temuan dalam penelitian ini, dapat disimpulkan bahwa semua fitur gaya bahasa perempuan dan laki-laki dapat ditemukan. Ketiga pemeran utama wanita tetap menggunakan gaya bahasa perempuan dan juga mengadopsi gaya bahasa laki-laki. Peneliti selanjutnya direkomendasikan untuk meneliti ujaran karakter dalam latar selain latar lingkungan kerja. Penulis juga menyarankan peneliti selanjutnya untuk menganalisis gaya bahasa lisan menggunakan faktor selain gender, khususnya dengan faktor etnis untuk film yang digunakan pada penelitian ini.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISORS' APPROVAL	iii
BOARD OF EXAMINERS' CERTIFICATE OF APROVAL	iv
ACKNOWLEDGMENTS	v
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDIX	xii
 CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Problems of the Study.....	5
1.3 Objectives of the Study.....	5
1.4 Definition of Key Terms.....	6
 CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Sociolinguistics.....	7
2.2 Speech Styles	7
2.3 Female Speech Styles	8
2.4 Male Speech Styles.....	11
2.5 Gender Differences	13
2.6 Previous Studies	13
 CHAPTER III RESEARCH METHODS	
3.1 Research Design	16
3.2 Data Source.....	16
3.3 Data Collection	17
3.4 Data Analysis.....	17
 CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Findings	22
4.1.1 The Features of Female and Male Speech Styles in the Female Leads' Utterances in the Workplace in <i>Hidden Figures</i> Movie	22
4.1.2 The Types of Speech Style Used the Most in the Female Leads' Utterances in the Workplace in <i>Hidden Figures</i> Movie	60
4.2 Discussion.....	61
 CHAPTER V CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions	68

5.2 Suggestions	69
REFERENCES	70
APPENDIX	71



LIST OF TABLES

Table 3.1	Sample Table of Types of Speech Styles Used by The Female Leads in <i>Hidden Figures</i>	18
Table 3.2	Sample Table of Aspects of Personal Feature	18
Table 3.3	Sample Table of Aspects of Compliant Feature	18
Table 3.4	Sample Table of Aspects of Polite Feature	19
Table 3.5	Sample Table of Aspects of Co-operative Feature	19
Table 3.6	Sample Table of Aspects of Process-oriented Feature	19
Table 3.7	Sample Table of Aspects of Matter of Fact Feature	19
Table 3.8	Sample Table of Aspects of Assertive Feature	20
Table 3.9	Sample Table of Aspects of Aggressive Feature	20
Table 3.10	Sample Table of Aspects of Use of Humour Feature	20
Table 3.11	Sample Table of Aspects of Ego-enhancing Feature	21
Table 3.12	Sample Table of Aspects of Goal-directed Feature	21
Table 3.13	Sample Table of The Quantity of Each Speech Style Type Occured in the Utterances of the Female Leads in <i>Hidden Figures</i> Movie	21
Table 4.1	Types of Speech Styles Used by The Female Leads in <i>Hidden Figures</i>	23
Table 4.2	Aspects of Personal Feature	34
Table 4.3	Aspects of Compliant Feature	36
Table 4.4	Aspects of Polite Feature	39
Table 4.5	Aspects of Co-operative Feature	40
Table 4.6	Aspects of Process-oriented Feature	47
Table 4.7	Aspects of Matter of Fact Feature	49
Table 4.8	Aspects of Assertive Feature	52
Table 4.9	Aspects of Aggressive Feature	56
Table 4.10	Aspects of Use of Humour Feature	58
Table 4.11	Aspects of Ego-enhancing Feature	58
Table 4.12	Aspects of Goal-directed Feature	59
Table 4.13	The Quantity of Each Speech Style Type Occured in the Utterances of the Female Leads in <i>Hidden Figures</i> Movie	60

LIST OF APPENDIX

Appendix Transcription of the Scenes Situated in the Workplace	71
----------------------------------------------------------------------	----



CHAPTER I

INTRODUCTION

This chapter establishes the background of the study, the problems of the study, the objectives of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

Language is a universal means of communication. Everyone uses some kind or variety of language to “voice” their inner thoughts. Nonetheless, they might display certain manner in speaking based on various factors. Holmes (2013, p.267) mentioned age, gender, race, and social status as features which influence people’s way of communicating, both in verbal and nonverbal forms. The factors referred affect how and when a person incorporates a specific style to conversations. This is what we call as speech style.

Speech style differences based on the speaker’s gender can be found in our daily lives, but this might lead into stereotyping a specific gender. Generally, men are expected to be strong and tough, while women are deemed to be soft and vulnerable. Similarly, this kind of expectation is evident in language use. Men feel the need to be dominant over other men and also women, hence their rather commanding behavior in speaking such as stating the subject matter or interfering other’s words. (Wardhaugh, 2006, pg.327). On the contrary, women are more likely assumed to be more polite when expressing their thoughts. Lakoff (1973) pointed

out when a woman did not yield to the rules where she had to speak in a refined manner, she would be condemned and labelled as “unfeminine”. Nonetheless, she would still be judged if she actually acted ladylike; she might be ignored in discourses, perceived as not having intelligible thought. Lakoff even went as far as suggesting “these two choices which a woman has—to be less than a woman or less than a person—are highly painful” (pg.48).

Baxter (2010) addressed this matter by explaining female and male speech styles further. She classified female speech styles into five features: personal, compliant, polite, co-operative, and process-oriented. Male speech styles are identified using six features: matter of fact, assertive, aggressive, use of humour, ego-enhancing, and goal-directed. Each feature will be explicated later in the second chapter.

It has to be noted that gender is distinct from sex. As Coates (2004, p.4) has pointed out, sex alludes to the biological differences of humans, and gender suggests the idea of a person’s social identity formed with their sex as the core. Wardhaugh (2006, pg.327) argued that “men learn to be men and women learn to be women, linguistically speaking”. Traditionally, men and women are expected to make use of their respective manner in conversations. However, in accordance with Wardhaugh’s statement, a person’s way of communicating is not innate; it is acquired through interactions with others.

Being faced with different types of people and environment, sometimes people need to adopt styles of speaking they are not familiar with in order to adapt to the surroundings and to blend in with the crowd. In formal settings, the style used

will not be the same as the one used in daily conversations between friends. In the same manner, men might take up female's features of speech style when talking to women or after mingling in primarily female clique, and vice versa. This process falls under the description of style-shifting, as the person changes his/her style due to the background of the other party, the social situation, et cetera. The relationship between the parties could be altered depending on the shift occurred.

One of the movies that depicts this particular phenomenon is *Hidden Figures*, a movie directed by Theodore Melfi. Released in 2016, the movie is based on the non-fiction novel of the same name written by Margot Lee Shetterly. It tells the story of Katherine Johnson (previously Katherine Goble), Dorothy Vaughan, and Mary Jackson, three female mathematicians of Afro-American descent in working at the National Aeronautics and Space Administration (NASA). Set in the early 1960s, women holding an important role in the work field is not very common. Dorothy holds the role of the manager of a group of "computers", whose task is to calculate the computation needed for NASA's projects. Mary is advised by her mentor to officially become an engineer, which is challenging due to the complication of the requirements. The only way she can attain the position is by applying for classes which are only available in a segregated high school. Katherine is assigned to the main project, the Space Task Group, which aims to send John Glenn to orbit the Earth. Being the only woman of colour in the group, she is often belittled by the situation that does not let her show off her skills. The female leads all face constant discrimination in their workplace. One of the example is they had to use the toilet specifically assigned for "coloured" people, causing Katherine to

take at least 45 minutes from her work time every day only to use the bathroom because it was too far from her new station.

Hidden Figures was chosen for the reason that this movie depicts gender related issues that actually happen in the society. The female leads had to adjust to an unfamiliar place where they face prejudice on daily basis. To be able to fit in, they might alter the way they speak to accommodate their goals. The writer analysed the utterances of the three female leads (Katherine Johnson, Dorothy Vaughan, and Mary Jackson) using the theory of speech styles by Baxter (2010) to find out if they maintain the use of female speech style or if they also take up some characteristics of male speech style to communicate with their co-workers at their workplace.

Previous studies regarding gendered speech style has been conducted by Setiawan (2016). She tried to investigate the female and male speech style features which are apparent in the movie *Freedom Writers*, specifically in the utterances of Erin Gruwell, a highschool teacher. She also observed the alteration in her speech addressed to her students in the classroom. Another previous study done by Ronsumbre (2015) is concerned with the use of gendered speech style by a male and a female English private teachers in Jayapura, Papua, and their inclination in utilizing it. In comparison, the present study aims to explore the gendered speech style characteristics evident in the remarks made by the female leads in the movie *Hidden Figures* when they need to communicate within the scope of their workplace.

It is hoped that this research makes contribution academically, both in theory and in practice. Theoretically, it is expected to provide insight into linguistic fields, particularly sociolinguistics. Practically, it can be used as a reference for those who are learning about sociolinguistics and speech styles, specifically gendered speech styles. Furthermore, it is hoped to be able to bridge the gaps between the previous studies. The study may also be developed in future researches.

1.2 Problems of the Study

Based on the background explicated in the preceding subchapter, there are some questions regarding the research as follows:

1. Which features of speech styles are found in the female leads' utterances in the workplace in *Hidden Figures* movie?
2. Which types of speech styles are used the most in the female leads' utterances in the workplace in *Hidden Figures* movie?

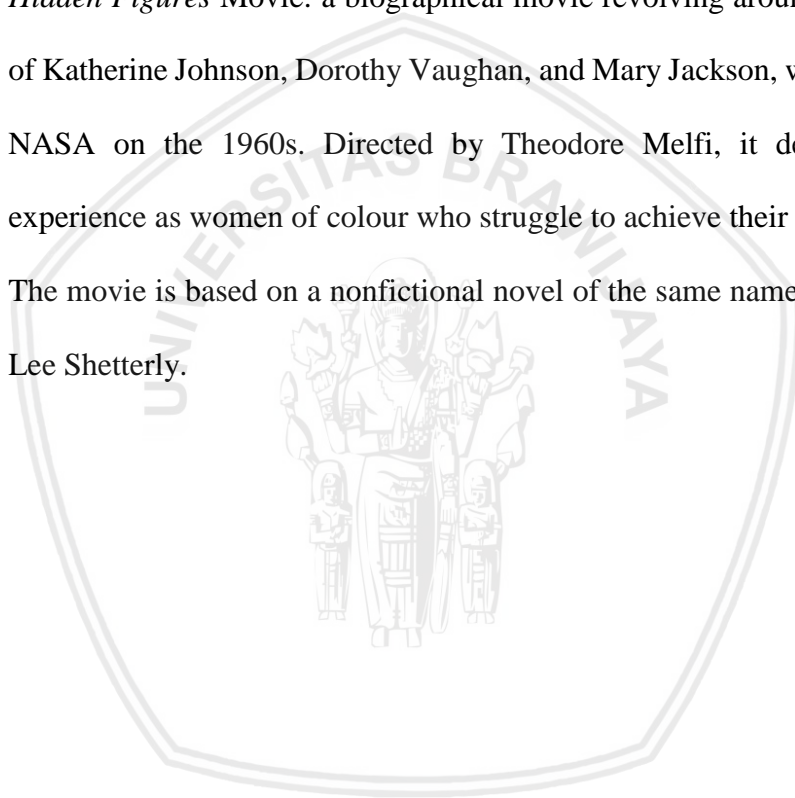
1.3 Objectives of the Study

Subsequent to the problems of the study, the objectives of the study are as follows:

1. To find out the features of speech styles which are found in the female leads' utterances in the workplace in *Hidden Figures* movie.
2. To find out the types of speech styles which are used the most in the female leads' utterances in the workplace in *Hidden Figures* movie.

1.4 Definition of Key Terms

1. Style: “ways in which people’s speech indexes their group membership” (Holmes, 2013, p.239).
2. Speech Style: the manner of speaking a person takes on which can differ in relation to his/her social identity.
3. *Hidden Figures* Movie: a biographical movie revolving around the story of Katherine Johnson, Dorothy Vaughan, and Mary Jackson, who work at NASA on the 1960s. Directed by Theodore Melfi, it depicts their experience as women of colour who struggle to achieve their aspirations. The movie is based on a nonfictional novel of the same name by Margot Lee Shetterly.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains theories which are used to guide this research. Moreover, it will provide two previous studies with a similar topic in order to present the research gap.

2.1 Sociolinguistics

Sociolinguistics is one of the branches of linguistics which looks to explicate the bond formed between people, their surroundings, and the language as the method of conveyance. According to Wardhaugh (2006, pg.13), sociolinguistics focuses on comprehending language structure and what role the language plays in communication by finding out the connection of “language and society”. This is consistent with the statement made by Holmes (2013), who described the term in a simpler way: “sociolinguistics is concerned with the relationship between language and the context in which it is used” (pg.1).

2.2 Speech Styles

Speech style is one of the concerns of sociolinguistics. In order to define speech style distinctly, the term “style” needs to be sorted out first and foremost. Holmes (2013, pg.29) described style as the “ways in which people’s speech indexes their group membership”. A person’s way of talking might show his/her

social identity. Alternatively, Wardhaugh (2006, pg.116) claimed that style could be defined as the way the thoughts that we want to convey on a specific instance are coded. Therefore, speech style can be defined as the manner of speaking a person takes on which can differ in relation to his/her social identity. On a related note, Meyerhoff (2006, pg.28) described style-shifting or the change in the use of speech style in a similar manner: “variation in an individual’s speech correlating with differences in addressee, social context, personal goals or externally imposed tasks”.

2.3 Female Speech Styles

Baxter (2010) classified 5 (five) style features which define female speech styles: personal, compliant, polite, co-operative, and process-oriented. Each feature consists of several aspects that makes it distinctive from others. They can be used as indicators for deciding in which speech style feature is the utterance can be categorized.

A. Personal

The first feature of the female speech styles is personal. It can be identified by the use of these aspects:

- Confessional
- Expressive of feelings
- Anecdotal
- Mirroring of experiences
- Self-disclosure: hedges and fillers, pauses and hesitations

(Baxter, 2010, pg.59)

B. Compliant

The second feature of the female speech styles is compliant, which might be associated with the indicators as follows:

- Use of mitigated directives (avoidance of confrontation). Labov and Fanshel used this term to explain the diminished and softened request of the speaker in order to elude offense to others (as cited in Mullany, 2007, pg.82)
- Facilitative tag questions
- Minimal responses
- Hedges and fillers
- Qualifying expressions

(Baxter, 2010, pg.59)

C. Polite

The third feature of the female speech styles is polite. It is indicated by the use of these aspects:

- Lack of swearing or terms of abuse
- Use of compliments
- Terms of endearment or pet names, used to call or describe cherished objects, both animate and inanimate

(Baxter, 2010, pg.59)

D. Co-operative

The fourth feature of the female speech styles is co-operative, with points as follows:

- Nods and eye contact as the impression of listening to the speaker, smiling
 - Minimal responses
 - Overlaps; simultaneous or jointly produced talk
 - Personal and inclusive pronouns
 - Tag questions/asking questions
 - Mirroring listeners actions
 - Agreeing, acknowledging the previous speaker
- (Baxter, 2010, pg.59)

E. Process-orientated

The fifth feature of the female speech styles is process-oriented, which is associated with the following indicators:

- Scene setting
 - Use of open-ended questions
 - Hypothesizing
 - Speculating
 - Egalitarian decision making
 - Jointly negotiated leadership
- (Baxter, 2010, pg.59)

2.4 Male Speech Styles

A. Matter of fact

The first feature of the male speech styles is matter of fact, with points as follows:

- Informative; factual, transactional, referential
- Avoidance of emotion and self-disclosure
- Discourse markers
- Sequential, taking orderly turns

(Baxter, 2010, pg.61)

B. Assertive

The second feature of the male speech styles is assertive, which can be ruled evident when the aspects below occur:

- Use of imperatives and declaratives
- Aggravated directives
- Interruptions
- Challenging, arguing, confronting
- Controlling topics
- Monologues

(Baxter, 2010, pg.61)

C. Aggressive

The third feature of the male speech styles is aggressive, which is related with the gestures below:

- Fewer compliments

- Swearing and use of taboo words
- Insults, threats, name-calling
- Finger-pointing; fist shaking
- Verbs of action, force, violence

(Baxter, 2010, pg.61)

D. Use of humour

The fourth feature of the male speech styles is the use of humour, indicated by the presence of:

- Jokes
- Puns
- Witticisms
- Shaggy dog stories
- Mick-taking
- Mocking
- Jeering

(Baxter, 2010, pg.61).

E. Ego-enhancing

The fifth feature of the male speech styles is ego-enhancing, which can be identified by the use of these aspects:

- Boasting
- Name-dropping
- References to who-you-know, what you've done

(Baxter, 2010, pg.61)

F. Goal-directed

The sixth feature of the male speech styles is goal-directed, indicated by the gestures as follows:

- Taking over or taking control
- Clear, single-person leadership
- Hierarchical decision-making
- The use of statements pointing the goal such as ‘what’s the answer?’, ‘let’s get on with it’, and ‘this is how to solve it’
(Baxter, 2010, pg.61)

2.5 Gender Differences

Due to the stereotypes that are enforced whether directly or not, women and men might start communicating with different goals. According to Maltz and Borker (1982), girls mainly utilize language to build an equal and intimate connection, express disapproval of something without offending the other party, and construe the utterances as addressees. Boys, on the other hand, navigate speech to proclaim their superiority, leave impactful impression to gain audience, and hold their opinions even as listeners to establish identity (pg.205-209).

2.6 Previous Studies

The writer reviewed two previous studies related to the topic which is speech style, specifically gendered speech style, in order to substantiate this

research. The first study was done by Setiawan (2016), and the second was conducted by Ronsumbre (2015).

The first study conducted by Setiawan (2016) entitled *The Speech Styles Used by Erin Gruwell in Freedom Writers Movie* uses the female and male speech styles theory by Baxter (2010) to find out the features of speech styles applied in the utterances of the character of Erin Gruwell in the movie *Freedom Writers* and the changes made by Gruwell in how she speaks, specifically in the fifteen scenes set in the classroom. The result of the analysis shows that Gruwell uses both female and male speech styles in the classroom scenes. Co-operative (female speech styles feature) and aggressive (male speech styles feature) are the features that occur most frequently. Setiawan also found that Gruwell continued to use both female and male speech styles with no changes. While the students did experience positive changes throughout the movie, it seems to be having no relevance to Gruwell's use of speech styles.

The second study written by Ronsumbre (2015) entitled *Speech Styles Used by Young Female and Young Male Teachers in Teaching English to Their Older Students*. Ronsumbre used the theories of female and male speech styles by Baxter (2010) to identify the types of speech styles occurred in the utterances of a young female teacher and a young male teacher who teach English private course for adult learners in Jayapura, Papua, and the tendency of using the styles. Each teacher was recorded twice in a teaching-learning situation, each time for 60 minutes. The findings showed that the young female teacher used all features of female speech styles and five out of the six male speech styles features, with co-operative and

matter of fact as the most frequent features. The young male teacher, on the other hand, used five features out of the six features of male speech styles and all features of female speech style, with dominant features of matter of fact and co-operative. Both teachers did not use the feature of use of humour when teaching their students.



CHAPTER III

RESEARCH METHOD

This chapter deals with the methods used in conducting the research. It consists of four subchapters: Research Design, Data Source, Data Collection, and Data Analysis.

3.1 Research Design

The approach used to conduct this study is qualitative approach. Kothari (2004, pg.5) stated that qualitative approach covers the analysis on the way of thinking and the way of acting, taking into account the researcher's comprehension of the subject in order to analyse the data found. Creswell (2009) stated that in qualitative studies, the research problem might be best apprehended by evaluating idea and cases. It is also mentioned, "qualitative research is exploratory" (pg.98).

In the field of qualitative studies, Creswell (2009, pg.181) mentioned qualitative observations, qualitative interviews, qualitative documents, and qualitative audio and visual materials. The data source used can be classified as an audio and visual materials, as film belongs to this category alongside photographs, videotapes, art objects, and sound.

3.2 Data Source

The data of this study were taken from the movie Hidden Figures, specifically from the three female leads' utterances in their workplace. This study

will focus on the remarks delivered by Katherine Johnson, Dorothy Vaughan, and Mary Jackson in working situations. The movie was purchased and downloaded from Google Play Store. The movie script was retrieved from https://s3.foxmovies.com/foxmovies/production/films/123/assets/hidden_figures_screenplay.pdf-5183735384.pdf on March 2nd, 2019. The script will later be adjusted to the dialogues, as some of the lines are altered in the movie.

3.3 Data Collection

Data collection method explains how the writer gather the data for this study. To collect the data, the writer employed several steps as follows:

1. Downloading the movie from Google Play Store and watching it several times
2. Searching for the movie script, comparing it to the utterances, and making adjustments to the original script
3. Taking notes of the utterances
4. Sorting out the utterances which contain the characteristics of gendered speech style to be analysed

3.4 Data Analysis

Through the process of data analysis, the writer seeks to evaluate the accumulated data and draw the conclusion. The steps conducted are as follows:

1. Putting the sorted data into the tables as shown below:

Table 3.1 Sample Table of Types of Speech Styles Used by The Female Leads in *Hidden Figures*

No.	Utterances	Female Speech Styles					Male Speech Styles					
		Per	Com	Pol	Co	Pro	Mat	Ass	Agg	Use	Ego	Goa
Total												

Note:

Female Speech Styles

Per : Personal
 Com : Compliant
 Pol : Polite
 Co : Co-operative
 Pro : Process-oriented

Male Speech Styles

Mat : Matter of fact
 Ass : Assertive
 Agg : Aggressive
 Use : Use of humour
 Ego : Ego-enhancing
 Goa : Goal-directed

Table 3.2 Sample Table of Aspects of Personal Feature

No. of Datum	Utterances	Personal				
		Conf	Expr	Anec	Mirr	Self

Note:

Conf : Confessional
 Expr : Expressive of feelings
 Ane : Anecdotal
 Mirr : Mirroring of experiences
 Self : Self-disclosure: hedges and fillers, pauses and hesitation

Table 3.3 Sample Table of Aspects of Compliant Feature

No. of Datum	Utterances	Compliant				
		Mit	Fac	Min	Hed	Qua

Note:

Mit : Mitigated directives
 Fac : Facilitative tag questions
 Min : Minimal responses
 Hed : Hedges and fillers
 Qua : Qualifying expressions

Table 3.4 Sample Table of Aspects of Polite Feature

No. of Datum	Utterances	Polite		
		Lack	Comp	Term

Note:

Lack : Lack of swearing or terms of abuse

Comp : Compliments

Term : Terms of endearment

Table 3.5 Sample Table of Aspects of Co-operative Feature

No. of Datum	Utterances	Co-operative							
		Lis	Min	Ov	Pr	Que	Eye	Mir	Agr

Note:

Lis : Listening: nods, eye contact

Min : Minimal responses

Ov : Overlaps; simultaneous/jointly produced talk

Pr : Personal and inclusive pronoun

Que : Tag questions or asking questions

Eye : Eye contact, smiling, and head nodding

Mir : Mirroring listener's action

Agr : Agreeing, acknowledging previous speaker

Table 3.6 Sample Table of Aspects of Process-oriented Feature

No. of Datum	Utterances	Process-oriented					
		Sce	Open	Hypo	Spec	Egal	Joi

Note:

Sce: Scene-setting

Open : Open-ended questions

Hypo : Hypothesis

Spec : Speculating

Egal : Egalitarian decision making

Joi : Jointly negotiated leadership

Table 3.7 Sample Table of Aspects of Matter of Fact Feature

No. of Datum	Utterances	Matter of Fact			
		Info	Avo	Disc	Seq

Note:

Info : Informative; factual, transactional, referential

Avo : Avoidance of emotion and self-discourse
 Disc : Discourse markers
 Seq : Sequential, taking orderly turns

Table 3.8 Sample Table of Aspects of Assertive Feature

No. of Datum	Utterances	Assertive					
		Imp	Agg	Int	Chal	Cont	Mon

Note:

Imp : Use of imperatives and declarative
 Agg : Aggravated directives
 Int : Interruptions
 Chal : Challenging, arguing, confronting
 Cont : Controlling topics
 Mon : Monologues

Table 3.9 Sample Table of Aspects of Aggressive Feature

No. of Datum	Utterances	Aggressive				
		Few	Swe	Ins	Fin	Ver

Note:

Few : Fewer compliments
 Swe : Swearing and taboo words
 Ins : Insults, threats, name-calling
 Fin : Finger-pointing; fist-shaking
 Ver : Verbs of action, force, and violence

Table 3.10 Sample Table of Aspects of Use of Humour Feature

No. of Datum	Utterances	Use of Humour						
		Jok	Pun	Wit	Sha	Mic	Moc	Jeer

Note:

Jok : Jokes
 Pun : Puns
 Wit : Witticism
 Sha : Shaggy-dog stories
 Mic : Mick-tacking
 Moc : Mocking
 Jeer : Jeering

Table 3.11 Sample Table of Aspects of Ego-enhancing Feature

No. of Datum	Utterances	Ego-enhancing		
		Boa	Nam	Ref

Note:

Boa : Boasting

Nam : Name-dropping

Ref : References to who-you-know, what you've done

Table 3.12 Sample Table of Aspects of Goal-directed Feature

No. of Datum	Utterances	Goal-oriented			
		Sta	Tak	Cle	Hie

Note:

Sta : Statements pointing the goal

Tak : Taking over; taking control

Cle : Clear, single-person leadership

Hie : Hierarchical decision making

- Counting the total amount of each speech style feature and its frequency

Table 3.13 Sample Table of The Quantity of Each Speech Style Type Occured in the Utterances of the Female Leads in *Hidden Figures* Movie

Types	Female Speech Styles					Male Speech Styles					
	Per	Com	Pol	Co	Pro	Mat	Ass	Agg	Use	Ego	Goa
Quant.											
Total											

- Analysing the data using the theory of female and male speech styles by Baxter (2010)
- Making an analysis regarding the speech style categories found in the utterances and the dominant features
- Drawing conclusion from the result of analysis

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion. The findings cover the problems of the study that have been answered through the analysis conducted. Correspondingly, discussion deals with further interpretation of the result and comparison with the previous studies.

4.1 Findings

The findings are acquired by analysing the data using the gendered speech style theory of Judith Baxter (2010). The objectives of the study are fulfilled in this subchapter. The first subchapter clarifies the features of speech styles found in the utterances of the female leads in the movie. The second subchapter reports on the most dominant features occurred among the features listed.

4.1.1 The Features of Speech Styles in the Female Leads' Utterances in the Workplace in *Hidden Figures* Movie

The data presented on the table 4.1 below are attained by analysing the utterances of the three female leads (Katherine Johnson, Dorothy Vaughan, and Mary Jackson) in *Hidden Figures* movie, specifically the scenes set in their workplace, NASA. After sorting out the dialogues, the writer discovered that they incorporated female speech style features in communicating. Interestingly, they also took up male speech style features. There are 116 utterances which contain gendered speech style; many comprising more than one feature per utterance.

Table 4.1 Types of Speech Styles Used by The Female Leads in *Hidden Figures* Movie

No	Utterances	Female Speech Styles					Male Speech Styles					
		Per	Com	Pol	Co	Pro	Mat	Ass	Agg	Use	Ego	Goa
1.	<u>Dorothy:</u> All right , Gloria, you'll be with engineering, building four.				√		√					
2.	<u>Dorothy:</u> (to the late girls) Ladies, ladies. If you're tardy, you don't get an assignment. If you don't get an assignment, you don't have a job.				√				√			√
3.	<u>Dorothy:</u> Well , you're welcome to join the charmers in Magnetoplasmadynamics.				√		√					
4.	<u>Dorothy:</u> Mm-hmm.		√		√							
5.	<u>Dorothy:</u> Mr. Zielinski's requesting you... for permanent assignment.				√							
6.	<u>Mary:</u> Are you serious?				√							
7.	<u>Dorothy:</u> Get moving.							√				
8.	<u>Mary:</u> Ooh, thank you, Jesus. Thank you, Jesus! Oh, thank you.	√										
9.	<u>Dorothy:</u> (privately) Mary, Mary. Keep it inside.							√				
10.	<u>Mary:</u> Okay. I'm sorry, Dor.		√		√							
11.	<u>Dorothy:</u> All right , Ms. Late. You will also be supporting the East group.				√		√					

Table Continued...

12.	<u>Dorothy:</u> Yes, ma'am. Katherine's the gal for that. She can handle any numbers you put in front of her.				√							
13.	<u>Dorothy:</u> (to the one of the girls) Here, finish passing those out.						√					
14.	<u>Dorothy:</u> Mrs. Mitchell. If I could?		√		√							
15.	<u>Dorothy:</u> My application for supervisor, ma'am. Was just wondering if they're still considering me for that position.		√		√							
16.	<u>Dorothy:</u> May I ask why?				√							
17.	<u>Dorothy:</u> We need a supervisor, ma'am. We haven't had one since Ms. Jansen got sick. It's been almost a year.				√							
18.	<u>Dorothy:</u> I'm doing the work of a Supervisor.				√		√					
19.	<u>Mary:</u> The area closest to the boosters is closest to the heat. Coupled with rising temperature on reentry, the contact softens. We could consider another fastener other than the bolts.		√		√		√					
20.	<u>Mary:</u> Mr. Zielinski, I'm a Negro woman. I'm not gonna entertain the impossible.	√			√		√					
21.	<u>Mary:</u> I wouldn't have to. I'd already be one.				√						√	

Table Continued...

22.	<u>Katherine:</u> I'm sorry. I'm not the... custodian.	√			√							
23.	<u>Katherine:</u> Yes, sir. I do.				√							
24.	<u>Katherine:</u> --Orthogonalization algorithm. Yes, sir. I prefer it over Euclidean coordinates.				√			√				
25.	<u>Katherine:</u> I will double check them, sir. No problem.				√							
26.	<u>Katherine:</u> Uh. I'm not gonna be able to-		√		√							
27.	<u>Katherine:</u> Excuse me. May I ask you where the ladies' room is?				√							
28.	<u>Katherine:</u> Uh, almost. He said by the end of the day.		√		√							
29.	<u>Katherine:</u> Okay.		√		√							
30.	<u>Katherine:</u> Can I go, sir?				√							
31.	<u>Dorothy:</u> That's Alan Shepard, US Navy Pilot. He could be the first man in space. And that's Scott Carpenter and Walter Schirra, also Navy Pilots. All under 5'11", 180 pounds. IQs over 130.				√		√					
32.	<u>Mary:</u> And handsome must be a requirement too.									√		
33.	<u>Katherine:</u> How could you possibly be ogling these white men?				√							
34.	<u>Mary:</u> It's equal rights. I have the right to see fine in every color.				√			√				

Table Continued...

35.	<u>Dorothy:</u> And that's John Glenn. He's the only Marine Corps pilot.				√		√					
36.	<u>Dorothy:</u> He's coming this way.				√							
37.	<u>Katherine:</u> Look straight ahead.							√				
38.	<u>Mary:</u> I'm looking right at him.				√			√				
39.	<u>Dorothy:</u> Well, the Russians certainly aren't slowing down any.						√					
40.	<u>Mary:</u> Mary Jackson, Mr. Glenn. Engineering. And I'm proud as the devil to be working with you .	√			√							
41.	<u>Katherine:</u> I cannot work on what I cannot see, Mr. Stafford.				√							
42.	<u>Dorothy:</u> Oh. It's break time, ma'am. No trouble at all.		√									
43.	<u>Dorothy:</u> Yes, ma'am. I was wondering if you know what they're building over in the tech wing.		√		√							
44.	<u>Dorothy:</u> Hmm. I guess that's good for NASA.		√		√							
45.	<u>Katherine:</u> Well, it's no secret why the Redstone tests keep failing.						√					
46.	<u>Katherine:</u> Well, what's there tells the story if you read between the lines. The distance from launch to orbit, we know. Redstone mass, we know. Mercury Capsule weight, we know.				√		√					

Table Continued...

47.	<u>Katherine:</u> Yes, sir. I looked beyond.				√			√				
48.	<u>Katherine:</u> (pauses) I held it up to the light.	√			√							
49.	<u>Katherine:</u> Am I what?				√							
50.	<u>Katherine:</u> No, sir. I'm not Russian.				√							
51.	<u>Mary:</u> You can probably get to the moon and back with these.				√							
52.	<u>Mary:</u> At least they're not blind of what you do.				√							
53.	<u>Dorothy:</u> It's not gonna matter soon. This IBM's gonna put us all out of work.					√						
54.	<u>Katherine:</u> What can we do about it?				√	√						
55.	<u>Dorothy:</u> Learn all we can, make ourselves valuable.				√			√				
56.	<u>Katherine:</u> Oh, mercy.			√								
57.	<u>Mary:</u> Well, she must be lost.				√			√				
58.	<u>Mary:</u> That position is available to any qualified applicant.							√				
59.	<u>Mary:</u> I have a Bachelors Degree in Mathematics and Physical Sciences.				√							
60.	<u>Mary:</u> Every time we have a chance to get ahead, they move the finish line.				√			√				
61.	<u>Dorothy:</u> The IBM 7090 data processing system. It has the capability of							√				

Table Continued...

	solving over 24000 multiplications per second.											
62.	<u>Dorothy:</u> (chuckles) Oh , it'll run eventually. And when it does, we have to know how to program it. Unless you'd rather be out of a job.		√		√				√			√
63.	<u>Katherine:</u> There's no bathroom for me here.							√				
64.	<u>Katherine:</u> (interrupts) There is no bathroom. There are no colored bathrooms in this building or any building outside the West Campus, which is half a mile away. Did you know that? I have to walk to Timbuktu just to relieve myself! And I can't use one of the handy bikes. Picture that , Mr. Harrison. My uniform: skirt below my knees, my heels, and a simple string of pearls. Well, I don't own pearls. Lord knows you don't pay coloreds enough to afford pearls! And I work like a dog, day and night, living off of coffee from a pot none of you wanna touch! (inhales deeply) So , excuse me if I have to go to the restroom a few times a day.				√		√	√	√			
65.	<u>Katherine:</u> Uh , I'd like to get a jump on John Glenn's trajectory.		√		√							

Table Continued...

66.	<u>Katherine:</u> Mr. Harrison... I was wondering....	√	√		√							
67.	<u>Katherine:</u> Well , sir, I would like to get a jump on John Glenn's trajectory.				√		√					
68.	<u>Katherine:</u> I can do it, sir.				√							
69.	<u>Katherine:</u> It's like shooting a sawed-off shotgun from a thousand feet and getting that one BB through a hole so tiny, you can't even see it.				√							
70.	<u>Katherine:</u> I'm an excellent shot , sir.				√						√	
71.	<u>Katherine:</u> So the capsule will spin around the Earth forever because there's nothing to slow it down?				√		√					
72.	<u>Katherine:</u> So it needs to move from an elliptical orbit... to a parabolic orbit						√					
73.	<u>Katherine:</u> Any changes to mass, weight, speed, time... distance, friction, or a puff of wind...would alter the Go/No Go. And we start our calculations over.				√	√						
74.	<u>Katherine:</u> Uh , Mr. Stafford.		√									
75.	<u>Katherine:</u> If I could attend these briefings, I'd be more useful to the project.		√		√							
76.	<u>Katherine:</u> Yes, but if we don't have the information of the				√	√		√				

Table Continued...

	changes, we can't keep up. I need those changes as they occur. As you said, it's a pin head.											
77.	<u>Dorothy:</u> Okay.						√					
78.	<u>Dorothy:</u> I'm with the West Computing Group. Dorothy Vaughan, sir.	√			√							
79.	<u>Dorothy:</u> I'm sorry, sir. I'm just trying to be helpful.				√							
80.	<u>Katherine:</u> When did this happen?				√							
81.	<u>Katherine:</u> Sir, if I could attend the briefings, I could stay current-	√			√							
82.	<u>Katherine:</u> There's no protocol for a man circling the Earth either, sir.						√					
83.	<u>Katherine:</u> Those are my calculations. My name should be on it.						√					
84.	<u>Katherine:</u> Mr. Harrison, I would like to attend today's briefing.				√							
85.	<u>Katherine:</u> Well , sir, the data changes so fast. The capsule changes. The weight and the landing zones are all changing, every day. I do my work, you attend these briefings, I have to start over. Colonel Glenn launches in a few weeks. We don't have the math figured out yet.				√	√	√	√				

Table Continued...

86.	<u>Katherine:</u> I cannot do my work effectively if I do not have all of the data and all of the information as soon as it's available. I need to be in that room, hearing what you hear.				√		√				
87.	<u>Katherine:</u> I feel like I'm the best person to present my calculations, Mr. Harrison.	√		√		√					
88.	<u>Katherine:</u> You, sir. You are the boss. You just have to act like one, sir.			√		√					
89.	<u>Katherine:</u> 17,544 miles per hour. At the time the rocket delivers the capsule into low space orbit.					√					
90.	<u>Katherine:</u> The Go point for re-entry is 2,990 miles from where we want Colonel Glenn to land. If we assume that's The Bahamas.. at 17,544 miles per hour upon reentry.. 370 feet.. at a descent angle of 46.56 degrees.. Distance, velocity squared, sine, gravity squared. Sine, 32 feet. And the distance would be 20,530,372 feet or 2,990 miles or 46.33 degrees. Okay, so that puts your landing zone at 5.0667° North, 77.3333° West. Which is here. (points at the map) Right here. Give or take 20 square miles.				√	√	√	√			

Table Continued...

91.	<u>Dorothy:</u> What about the girls here?				√							
92.	<u>Dorothy:</u> What about after now?				√							
93.	<u>Dorothy:</u> I'm not accepting reassignment unless I bring my ladies with me.				√			√				
94.	<u>Dorothy:</u> We're gonna need a lot of manpower to program that beast. I can't do it alone. My gals are ready. They can do the work.				√			√				
95.	<u>Dorothy:</u> Ladies, we've been reassigned. Leave your calculators. You won't need them where we're going.				√			√				
96.	<u>Katherine:</u> The problem is when the capsule moves from an elliptical orbit to a parabolic orbit. There's no mathematical formula for that. Because we can calculate launch and landing, but without this conversion the capsule stays in orbit, we can't bring it back home.				√	√						
97.	<u>Katherine:</u> But it works. It works numerically.							√				
98.	<u>Dorothy:</u> Mrs. Mitchell. You're working late tonight.				√							
99.	<u>Dorothy:</u> Yes. Seems to.				√							
100.	<u>Dorothy:</u> My father taught me a thing or two about mechanics.	√										

Table Continued..

101.	<u>Dorothy:</u> Well, good night, Mrs. Mitchell.						√					
102.	<u>Dorothy:</u> I know. I know you probably believe that.				√							
103.	<u>Katherine:</u> You wanted to see me, sir?				√							
104.	<u>Katherine:</u> Is there something wrong, Mr. Harrison?				√							
105.	<u>Katherine:</u> I see.				√							
106.	<u>Katherine:</u> I understand.				√							
107.	<u>Katherine:</u> Yes. That's thoughtful of you.			√								
108.	<u>Katherine:</u> They're lovely.			√								
109.	<u>Katherine:</u> It's Katherine Johnson now.	√										
110.	<u>Dorothy:</u> All right, give her some space. Let her work.						√	√				
111.	<u>Mary:</u> What the devil are you doing? Are you taking a break?				√							
112.	<u>Dorothy:</u> How big of a team?				√							
113.	<u>Katherine:</u> It will work. It will hold it until he reaches the Go/No Go point. It will work.				√			√				
114.	<u>Katherine:</u> You too, Mr. Harrison				√							
115.	<u>Katherine:</u> We're already there, sir.				√							√
116.	<u>Dorothy:</u> Come on in. The IBM 7090 data processing system is						√	√				

Table Continued..

capable of solving 24,000 multiplications per second.												
Total	9	18	3	88	7	22	30	3	1	2	3	

Note:

Female Speech Styles

Per : Personal

Com : Compliant

Pol : Polite

Co : Co-operative

Pro : Process-oriented

Male Speech Styles

Mat : Matter of fact

Ass : Assertive

Agg : Aggressive

Use : Use of humour

Ego : Ego-enhancing

Goa : Goal-directed

4.1.1.1 Female Speech Style

The writer explicated the data found by showing the example of the utterances for each type of speech style.

a. Personal

There are 9 (nine) utterances that contain personal feature. They were identified by the various aspects: confessional, expressive of feelings, anecdotal, mirroring of experiences, and self-disclosure: pauses and hesitation. The following table presents detailed explanation of the data containing personal aspect characterizing female speech styles.

Table 4.2 Aspects of Personal Feature

No. of Datum	Utterances	Personal				
		Conf	Expr	Anec	Mirr	Self
8	<u>Mary:</u> Ooh, thank you, Jesus. Thank you, Jesus! Oh, thank you.		√			
20	<u>Mary:</u> Mr. Zielinski, I'm a Negro woman. I'm not gonna entertain the impossible.					√
22	<u>Katherine:</u> I'm sorry. I'm not the... custodian.					√
40	<u>Mary:</u> Mary Jackson, Mr. Glenn..		√			√

Table Continued...						
	Engineering. And I'm proud as the devil to be working with you					
48	<u>Katherine:</u> (pauses) I held it up to the light.	√				√
66	<u>Katherine:</u> Mr. Harrison... I was wondering..					√
78	<u>Dorothy:</u> I'm with the West Computing Group. Dorothy Vaughan, sir.					√
100	<u>Dorothy:</u> My father taught me a thing or two about mechanics.				√	
109	<u>Katherine:</u> It's Katherine Johnson now.					√

Note:

Conf : Confessional

Expr : Expressive of feelings

Ane : Anecdotal

Mirr : Mirroring of experiences

Self : Self-disclosure: hedges and fillers, pauses and hesitation

Example 1:

47. Katherine: (pauses) **I held it up to the light.**

Katherine was interrogated by Al Harrison, the leader of Space Task Group, after completing a classified calculation which contained confidential information. When being asked about where she got the details, she confessed that she held the paper up to the light to see the marker-concealed words that hid the private data. Other than the confessional aspect of personal feature, Katherine also utilizes pause in this sentence. It might be because she hesitated when she had to confess.

Example 2:

40. **Mary Jackson, Mr. Glenn. Engineering. And I'm proud as the devil to be working with you.**

Taking place when the astronaut John Glenn came to shake hands with the African-American computers on the arrival of the Mercury Team, Mary introduced herself to John by giving information about herself, in this case her name and

position. This signifies the aspect of self-disclosure. Following her introduction, Mary expressed that she felt proud to be able to work alongside him, with a little exaggeration shown by the use of the phrase “as the devil”, indicating the expressive of feelings aspect.

Example 3:

95. Dorothy: **My father taught me a thing or two about mechanics.**

Dorothy in example presented above replied Vivian Mitchell’s compliment of her ability in operating the IBM (International Business Machine). She answered by mirroring her experience. The word “taught” indicated that her father exposed her to some mechanical knowledge earlier in her life.

b. Compliant

This feature, manifested by the presence of mitigated directives, facilitative tag questions, minimal responses, hedges and fillers, and qualifying expressions could be found in 18 (eighteen) utterances. The data are explained further using the aspects which act as the indicator of occurrence of the compliant feature in the table below.

Table 4.3 Aspects of Compliant Feature

No. of Datum	Utterances	Compliant				
		Mit	Fac	Min	Hed	Qua
4	<u>Dorothy:</u> Mm-hmm.			√		
10	<u>Mary:</u> Okay. I'm sorry, Dor.			√		
14	<u>Dorothy:</u> Mrs. Mitchell. If I could?				√	
15	<u>Dorothy:</u> My application for supervisor, ma'am. Was just wondering if they're still considering me for that position.	√			√	
19	<u>Mary:</u> The area closest to the boosters is	√			√	

Table Continued...

	closest to the heat. Coupled with rising temperature on reentry, the contact softens. We could consider another fastener other than the bolts.					
26	<u>Katherine:</u> Uh. I'm not gonna be able to-				√	
28	<u>Katherine:</u> Uh, almost. He said by the end of the day.				√	
29	<u>Katherine:</u> Okay.			√		
42	<u>Dorothy:</u> Oh. It's break time, ma'am. No trouble at all.				√	
43	<u>Dorothy:</u> Yes, ma'am. I was wondering if you know what they're building over in the tech wing.				√	
44	<u>Dorothy:</u> Hmm. I guess that's good for NASA.				√	
62	<u>Dorothy:</u> (chuckles) Oh, it'll run eventually. And when it does, we have to know how to program it. Unless you'd rather be out of a job.				√	
65	<u>Katherine:</u> Uh, I'd like to get a jump on John Glenn's trajectory				√	
66	<u>Katherine:</u> Mr. Harrison... I was wondering....				√	
74	<u>Katherine:</u> Uh, Mr. Stafford.				√	
75	<u>Katherine:</u> If I could attend these briefings, I'd be more useful to the project.				√	
81	<u>Katherine:</u> Sir, if I could attend the briefings, I could stay current-				√	
87	<u>Katherine:</u> I feel like I'm the best person to present my calculations, Mr. Harrison.				√	

Note:

- Mit : Mitigated directives
- Fac : Facilitative tag questions
- Min : Minimal responses
- Hed : Hedges and fillers
- Qua : Qualifying expressions

Example 1:

4. Dorothy: **Mm-hmm.**

During the task assignment for the computers, one of the girls, Eleanor, seemed to be dissatisfied when she was allocated a job at the Data Reduction section. After offering her another chance at different section, Eleanor chose her initial placement. Dorothy then replied with the minimal response shown above, indicating that she agreed with Eleanor's decision.

Example 2:

15. Dorothy: My application for supervisor, ma'am. **Was just wondering if they're still considering me for that position.**

Dorothy talked to Vivian, curious about whether the higher-up had given a thought on her as an official supervisor. To make it less direct and more polite, Dorothy hedged her question with the phrase "was just wondering". It also fits the category of mitigated directives, as in expressing her wish, Dorothy did not convey it directly, but rather in a more vague manner.

Example 3:

74. Katherine: **Uh**, Mr. Stafford.

After a short meeting, Katherine called Paul Stafford to voice her opinion. She began her sentence with a filler word, which also marks compliant feature. It is possible that she said "uh" to make it sound more polite and less stern.

c. Polite

Among the data collected, only 3 (three) of them can be categorized in this feature, covering lack of swearing, use of compliments, and terms of endearment. The table below attempts to differentiate the data based on polite aspects.

Table 4.4 Aspects of Polite Feature

No. of Datum	Utterances	Polite		
		Lack	Comp	Term
56	<u>Katherine:</u> Oh, mercy.	√		
107	<u>Katherine:</u> Yes. That's thoughtful of you.		√	
108	<u>Katherine:</u> They're lovely.		√	

Note:

Lack : Lack of swearing or terms of abuse

Comp : Compliments

Term : Terms of endearment

Example 1:

54. Katherine: Oh, mercy.

Katherine uses the phrase as an exclamation when she saw Vivian Mitchell coming into the colored cafeteria. This phrase can be considered as a rather polite exclamation. The degree of politeness apparent consequently indicates the lack of swearing.

Example 2:

103. Katherine: They're lovely.

Al had given Katherine a pearl necklace as her engagement present through Ruth. Upon opening the box in front of Ruth, Katherine uses the compliment aspect in commenting on the gift to show her appreciation.

d. Co-operative

The feature of co-operative includes listening, nods, eye contact, minimal responses, overlaps, personal and inclusive pronouns, tag questions or asking questions, eye contact, smiling, and head nodding, mirroring listeners' action, and agreeing or acknowledging previous speaker. It is commonly found in the

utterances of the female leads, with 88 (eighty eight) occurrences. The indicators of this feature are presented below.

Table 4.5 Aspects of Co-operative Feature

No. of Datum	Utterances	Co-operative							
		Lis	Min	Ov	Pr	Que	Eye	Mir	Agr
1	<u>Dorothy:</u> All right, Gloria, you 'll be with engineering, building four.				√				
2	<u>Dorothy:</u> (to the late girls) Ladies, ladies. If you 're tardy, you don't get an assignment. If you don't get an assignment, you don't have a job.				√				
3	<u>Dorothy:</u> Well, you 're welcome to join the charmers in Magnetoplasmadynamics.				√				
4	<u>Dorothy:</u> Mm-hmm.		√						
5	<u>Dorothy:</u> Mr. Zielinski's requesting you ...for permanent assignment.				√				
6	<u>Mary:</u> Are you serious?				√	√			
10	<u>Mary:</u> Okay. I'm sorry, Dor.				√				
11	<u>Dorothy:</u> All right, Ms. Late. You will also be supporting the East group.				√				
12	<u>Dorothy:</u> Yes, ma'am. Katherine's the gal for that. She can handle any numbers you put in front of her.				√				
14	<u>Dorothy:</u> Mrs. Mitchell. If I could?				√				
15	<u>Dorothy:</u> My application for supervisor, ma'am. Was just wondering if they 're still considering me for that position.				√				
16	<u>Dorothy:</u> May I ask why?				√	√			
17	<u>Dorothy:</u> We need a supervisor, ma'am. We haven't had one since Ms. Jansen got sick. It's been almost a year.				√				
18	<u>Dorothy:</u> I'm doing the work of a Supervisor.				√				

Table Continued...

19	<u>Mary:</u> The area closest to the boosters is closest to the heat. Coupled with rising temperature on reentry, the contact softens. We could consider another fastener other than the bolts.				√				
20	<u>Mary:</u> Mr. Zielinski, I'm a Negro woman. I'm not gonna entertain the impossible.				√				
21	<u>Mary:</u> I wouldn't have to. I'd already be one.				√				
22	<u>Katherine:</u> I'm sorry. I'm not the... custodian.				√				
23	<u>Katherine:</u> Yes, sir. I do.				√				
24	<u>Katherine:</u> --Orthogonalization algorithm. Yes, sir. I prefer it over Euclidean coordinates.				√				
25	<u>Katherine:</u> I will double check them, sir. No problem.				√				
26	<u>Katherine:</u> Uh. I'm not gonna be able to-				√				
27	<u>Katherine:</u> Excuse me. May I ask you where the ladies' room is?				√	√			
28	<u>Katherine:</u> Uh, almost. He said by the end of the day.				√				
29	<u>Katherine:</u> Okay.		√						
30	<u>Katherine:</u> Can I go, sir?				√	√			
31	<u>Dorothy:</u> That's Alan Shepard, US Navy Pilot. He could be the first man in space				√				
33	<u>Katherine:</u> How could you possibly be ogling these white men?				√	√			
34	<u>Mary:</u> It's equal rights. I have the right to see fine in every color.				√				
35	<u>Dorothy:</u> And that's John Glenn. He's the only Marine Corps pilot.				√				
36	<u>Dorothy:</u> He's coming this way.				√				

Table Continued...

38	<u>Mary:</u> I'm looking right at him.				√				
40	<u>Mary:</u> Mary Jackson, Mr. Glenn. Engineering. And I'm proud as the devil to be working with you .				√				
41	<u>Katherine:</u> I cannot work on what I cannot see, Mr. Stafford.				√				
43	<u>Dorothy:</u> Yes, ma'am. I was wondering if you know what they 're building over in the tech wing.				√				
44	<u>Dorothy:</u> Hmm. I guess that's good for NASA.				√				
46	<u>Katherine:</u> Well, what's there tells the story if you read between the lines. The distance from launch to orbit, we know. Redstone mass, we know. Mercury Capsule weight, we know				√				
47	<u>Katherine:</u> Yes, sir. I looked beyond.				√				
48	<u>Katherine:</u> (pauses) I held it up to the light.				√				
49	<u>Katherine:</u> Am I what?				√	√			
50	<u>Katherine:</u> No, sir. I'm not Russian.				√				
51	<u>Mary:</u> You can probably get to the moon and back with these.				√				
52	<u>Mary:</u> At least they 're not blind of what you do.				√				
54	<u>Katherine:</u> What can we do about it?				√	√			
55	<u>Dorothy:</u> Learn all we can, make ourselves valuable.				√				
57	<u>Mary:</u> Well, she must be lost.				√				
59	<u>Mary:</u> I have a Bachelors Degree in Mathematics and Physical Sciences				√				
60	<u>Mary:</u> Every time we have a chance to get ahead, they move the finish line.				√				

Table Continued...

62	<u>Dorothy:</u> (chuckles) Oh, it'll run eventually. And when it does, we have to know how to program it. Unless you 'd rather be out of a job.				√				
64	<u>Katherine:</u> Did you know that? I have to walk to Timbuktu just to relieve myself! And I can't use one of the handy bikes. Picture that, Mr. Harrison. My uniform: skirt below my knees, my heels, and a simple string of pearls. Well, I don't own pearls. Lord knows you don't pay coloreds enough to afford pearls! And I work like a dog, day and night, living off of coffee from a pot none of you wanna touch! (inhales deeply) So, excuse me if I have to go to the restroom a few times a day.				√	√			
65	<u>Katherine:</u> Uh, I'd like to get a jump on John Glenn's trajectory.				√				
66	<u>Katherine:</u> Mr. Harrison... I was wondering....				√				
67	<u>Katherine:</u> Well, sir, I would like to get a jump on John Glenn's trajectory.				√				
68	<u>Katherine:</u> I can do it, sir.				√				
69	<u>Katherine:</u> It's like shooting a sawed-off shotgun from a thousand feet and getting that one BB through a hole so tiny, you can't even see it.				√				
70	<u>Katherine:</u> I 'm an excellent shot, sir.				√				
71	<u>Katherine:</u> So the capsule will spin around the Earth forever because there's nothing to slow it down?					√			
73	<u>Katherine:</u> And we start our calculations over.				√				
75	<u>Katherine:</u> If I could attend these briefings, I 'd be more useful to the project.				√				
76	<u>Katherine:</u> Yes, but if we don't have the				√				

Table Continued...

	information of the changes, we can't keep up. I need those changes as they occur. As you said, it's a pin head.								
78	<u>Dorothy:</u> I 'm with the West Computing Group. Dorothy Vaughan, sir.				√				
79	<u>Dorothy:</u> I 'm sorry, sir. I 'm just trying to be helpful.				√				
80	<u>Katherine:</u> When did this happen?					√			
81	<u>Katherine:</u> Sir, if I could attend the briefings, I could stay current-				√				
84	<u>Katherine:</u> Mr. Harrison, I would like to attend today's briefing.				√				
85	<u>Katherine:</u> Well, sir, the data changes so fast. The capsule changes. The weight and the landing zones are all changing, every day. I do my work, you attend these briefings, I have to start over. Colonel Glenn launches in a few weeks. We don't have the math figured out yet.				√				
86	<u>Katherine:</u> I cannot do my work effectively if I do not have all of the data and all of the information as soon as it's available. I need to be in that room, hearing what you hear.				√				
87	<u>Katherine:</u> I feel like I 'm the best person to present my calculations, Mr. Harrison.				√				
88	<u>Katherine:</u> You , sir. You are the boss. You just have to act like one, sir.				√				
90	<u>Katherine:</u> The Go point for re-entry is 2,990 miles from where we want Colonel Glenn to land. If we assume that's The Bahamas.. at 17,544 miles per hour upon reentry.. 370 feet.. at a descent angle of 46.56 degrees				√				
91	<u>Dorothy:</u> What about the girls here?					√			
92	<u>Dorothy:</u> What about after now?					√			

Table Continued...

93	<u>Dorothy:</u> I'm not accepting reassignment unless I bring my ladies with me.				√				
94	<u>Dorothy:</u> We're gonna need a lot of manpower to program that beast. I can't do it alone. My gals are ready. They can do the work.				√				
95	<u>Dorothy:</u> Ladies, we 've been reassigned. Leave your calculators. You won't need them where we 're going.				√				
96	<u>Katherine:</u> Because we can calculate launch and landing, but without this conversion the capsule stays in orbit, we can't bring it back home.				√				
98	<u>Dorothy:</u> Mrs. Mitchell. You 're working late tonight.				√				
99	<u>Dorothy:</u> Yes. Seems to.								√
102	<u>Dorothy:</u> I know. I know you probably believe that.				√				
103	<u>Katherine:</u> You wanted to see me, sir?				√	√			
104	<u>Katherine:</u> Is there something wrong, Mr. Harrison?					√			
105	<u>Katherine:</u> I see.				√				
106	<u>Katherine:</u> I understand.				√				
111	<u>Mary:</u> What the devil are you doing? Are you taking a break?				√	√			
112	<u>Dorothy:</u> How big of a team?					√			
113	<u>Katherine:</u> It will work. It will hold it until he reaches the Go/No Go point. It will work.				√				
114	<u>Katherine:</u> You too, Mr. Harrison				√				
115	<u>Katherine:</u> We 're already there, sir.				√				

Note:

Lis : Listening: nods, eye contact

Min : Minimal responses

- Ov : Overlaps; simultaneous/jointly produced talk
 Pr : Personal and inclusive pronoun
 Que : Tag questions or asking questions
 Eye : Eye contact, smiling, and head nodding
 Mir : Mirroring listener's action
 Agr : Agreeing, acknowledging previous speaker

Example 1:

29. Katherine: **Okay.**

Being back from the bathroom, Katherine was told that she had to finish another calculation first instead of the one she was completing. Katherine responded to the information delivered by Ruth shortly. She used minimal response, probably because she was in a hurry, and to show that she had understood the command.

Example 2:

76. Katherine: Yes, **but if we don't have the information of the changes, we can't keep up. I** need those changes as they occur. As **you** said, it's a pin head.

Katherine was asking Paul to let her be present at the Pentagon briefings, but she was rejected. She then expressed her reasoning for her persistence. Three kinds of personal pronoun were used: we, I, and you. "We" refers to the mathematicians, perhaps the members of the Space Task group. "I" signifies Katherine, and "you" refers to Paul. "We" is also an inclusive pronoun; in this context Katherine alludes to the Space Task group, including Paul and herself. Both kinds of pronoun mentioned denotes the co-operative feature of female speech style.

Example 3:

112. Dorothy: **How big of a team?**

Vivian came down to the West Computing Area to inform Dorothy about a new assignment to handle the IBM. Dorothy asked a question concerning the news, flaunting her co-operative stance.

Example 4:

99. Yes. **Seems to.**

Dorothy had a small talk with Vivian at the bathroom after the restrooms were no longer segregated, starting the conversation by stating her thought that Vivian worked until late. In respond to Vivian, who said “Seems to always happen that way”, Dorothy displayed her agreement.

e. Process-oriented

Process-oriented is manifested in scene-setting, use of open ended questions, hypothesising, speculating, egalitarian decision making, and jointly negotiated leadership. This feature is evident in 7 (seven) of the utterances. The table below displays more detailed categorization of the utterances.

Table 4.6 Aspects of Process-oriented Feature

No. of Datum	Utterances	Process-oriented					
		Scce	Open	Hypo	Spec	Egal	Joi
53	<u>Dorothy:</u> It's not gonna matter soon. This IBM's gonna put us all out of work.				√		
54	<u>Katherine:</u> What can we do about it?		√				
73	<u>Katherine:</u> Any changes to mass, weight, speed, time... distance, friction, or a puff of wind...would alter the Go/No Go. And we start our calculations over.			√			
76	<u>Katherine:</u> Yes, but if we don't have the information of the changes, we can't keep up. I need those changes as they occur. As you said, it's a pin head.				√		

Table Continued...

85	<u>Katherine:</u> Well, sir, the data changes so fast. The capsule changes. The weight and the landing zones are all changing, every day. I do my work, you attend these briefings, I have to start over. Colonel Glenn launches in a few weeks. We don't have the math figured out yet.	√					
90	<u>Katherine:</u> The Go point for re-entry is 2,990 miles from where we want Colonel Glenn to land. If we assume that's The Bahamas.. at 17,544 miles per hour upon reentry.. 370 feet.. at a descent angle of 46.56 degrees.. Distance, velocity squared, sine, gravity squared. Sine, 32 feet. And the distance would be 20,530,372 feet or 2,990 miles or 46.33 degrees. Okay, so that puts your landing zone at 5.0667° North, 77.3333° West. Which is here. (points at the map) Right here. Give or take 20 square miles.		√				
96	<u>Katherine:</u> The problem is when the capsule moves from an elliptical orbit to a parabolic orbit. There's no mathematical formula for that. Because we can calculate launch and landing, but without this conversion the capsule stays in orbit, we can't bring it back home.		√				

Note:

Sce : Scene-setting

Open : Open-ended questions

Hypo : Hypothesis

Spec : Speculating

Egal : Egalitarian decision making

Joi : Jointly negotiated leadership

Example 1:

90. Katherine: The Go point for re-entry is 2,990 miles from where **we** want Colonel Glenn to land. If **we** assume that's The Bahamas.. at 17,544 miles per hour upon reentry.. 370 feet.. at a descent angle of 46.56 degrees.. Distance, velocity squared, sine, gravity squared. Sine, 32 feet. And the

distance would be 20,530,372 feet or 2,990 miles or 46.33 degrees. **Okay**, so that puts your landing zone at 5.0667° North, 77.3333° West. Which is here. (points at the map) Right here. Give or take 20 square miles. **(D90)**

In a Pentagon briefing, Katherine was instructed by AI to compute the Go/No Go point to figure out the landing zone for John Glenn. She made a hypothesis using the Go point and the assumed landing zone as the base.

Example 2:

53. Dorothy: **It's not gonna matter soon. This IBM's gonna put us all out of work.**

Dorothy speculated about the possibility that the IBM might replace the human power in the task of calculating trajectories and such at NASA when she heard Mary's remark on Katherine's position and work.

4.1.1.2 Male Speech Style

The writer interpreted several of the data in regard to the gendered speech style theory by Judith Baxter.

a. Matter of Fact

Informative, factual, transactional, referential, avoidance of emotion and self-discourse, discourse markers, and sequential are characteristics that can be used to identify this feature. Matter of fact appeared in 22 (twenty two) of the utterances. The following table shows detailed categorization of the data which contain aspects of matter of fact feature characterizing male speech styles.

Table 4.7 Aspects of Matter of Fact Feature

No. of Datum	Utterances	Matter of Fact			
		Info	Avo	Disc	Seq
1	<u>Dorothy:</u> All right , Gloria, you'll be with engineering, building four.			√	
3	<u>Dorothy:</u> Well , you're welcome to join the			√	

Table Continued...

	charmers in Magnetoplasmadynamics				
11	<u>Dorothy:</u> All right , Ms. Late. You will also be supporting the East group.			√	
19	<u>Mary:</u> The area closest to the boosters is closest to the heat. Coupled with rising temperature on reentry, the contact softens. We could consider another fastener other than the bolts.	√			
31	<u>Dorothy:</u> That's Alan Shepard, US Navy Pilot. He could be the first man in space. And that's Scott Carpenter and Walter Schirra, also Navy Pilots. All under 5'11", 180 pounds. IQs over 130.	√			
35	<u>Dorothy:</u> And that's John Glenn. He's the only Marine Corps pilot.	√			
39	<u>Dorothy:</u> Well , the Russians certainly aren't slowing down any.			√	
45	<u>Katherine:</u> Well , it's no secret why the Redstone tests keep failing.			√	
46	<u>Katherine:</u> Well , what's there tells the story if you read between the lines. The distance from launch to orbit, we know. Redstone mass, we know. Mercury Capsule weight, we know.			√	
57	<u>Mary:</u> Well , she must be lost.			√	
61	<u>Dorothy:</u> The IBM 7090 data processing system. It has the capability of solving over 24000 multiplications per second.	√			
64	<u>Katherine:</u> Well , I don't own pearls. Lord knows you don't pay coloreds enough to afford pearls!			√	
67	<u>Katherine:</u> Well , sir, I would like to get a jump on John Glenn's trajectory.			√	
71	<u>Katherine:</u> So the capsule will spin around the Earth forever because there's nothing to slow it down?			√	

Table Continued...

72	<u>Katherine:</u> So it needs to move from an elliptical orbit... to a parabolic orbit			√	
77	<u>Dorothy:</u> Okay.			√	
85	<u>Katherine:</u> Well , sir, the data changes so fast. The capsule changes. The weight and the landing zones are all changing, every day.			√	
89	<u>Katherine:</u> 17,544 miles per hour. At the time the rocket delivers the capsule into low space orbit.	√			
90	<u>Katherine:</u> Okay , so that puts your landing zone at 5.0667° North, 77.3333° West. Which is here. (points at the map) Right here. Give or take 20 square miles.			√	
101	<u>Dorothy:</u> Well , good night, Mrs. Mitchell.			√	
110	<u>Dorothy:</u> All right , give her some space. Let her work.			√	
116	<u>Dorothy:</u> Come on in. The IBM 7090 data processing system is capable of solving 24,000 multiplications per second.	√			

Note:

Info : Informative; factual, transactional, referential

Avo : Avoidance of emotion and self-discourse

Disc : Discourse markers

Seq : Sequential, taking orderly turns

Example 1:

116. Dorothy: **Come on in. The IBM 7090 data processing system is capable of solving 24,000 multiplications per second.**

In this scene, Dorothy was showing the new staffs who would be responsible of employing the IBM. She made an informative statement about the machine to start her explication. It is also a factual declaration, not an opinion.

Example 2:

1. Dorothy: **All right**, Gloria, **you**'ll be with engineering, building four.

Dorothy used the discourse marker “all right” in the example above. In this context, it is used to signal the start of her utterance.

b. Assertive

A good number of this aspect were discovered, specifically in 30 (thirty) utterances. They were discerned by the presence of imperatives and declaratives, aggravated directives, interruptions, challenging, arguing, confronting, controlling topics, and monologues. The table below contains the data and the indicators of assertive feature.

Table 4.8 Aspects of Assertive Feature

No. of Datum	Utterances	Assertive					
		Imp	Agg	Int	Chal	Cont	Mon
7	<u>Dorothy:</u> Get moving.	√					
9	<u>Dorothy:</u> (privately) Mary, Mary. Keep it inside.	√					
13	<u>Dorothy:</u> (to the one of the girls) Here, finish passing those out.	√					
18	<u>Dorothy:</u> I'm doing the work of a Supervisor.	√					
20	<u>Mary:</u> Mr. Zielinski, I'm a Negro woman. I'm not gonna entertain the impossible.	√					
24	<u>Katherine:</u> --Orthogonalization algorithm. Yes, sir. I prefer it over Euclidean coordinates.			√			
34	<u>Mary:</u> It's equal rights. I have the right to see fine in every color.	√					
37	<u>Katherine:</u> Look straight ahead.	√					
38	<u>Mary:</u> I'm looking right at him.	√					

Table Continued...

47	<u>Katherine:</u> Yes, sir. I looked beyond.	√					
55	<u>Dorothy:</u> Learn all we can, make ourselves valuable.	√					
58	<u>Mary:</u> That position is available to any qualified applicant.				√		
60	<u>Mary:</u> Every time we have a chance to get ahead, they move the finish line.				√		
63	<u>Katherine:</u> There's no bathroom for me here.	√					
64	<u>Katherine:</u> (interrupts) There is no bathroom. There are no colored bathrooms in this building or any building outside the West Campus, which is half a mile away. Did you know that? I have to walk to Timbaktu just to relieve myself! And I can't use one of the handy bikes. Picture that, Mr. Harrison. My uniform: skirt below my knees, my heels, and a simple string of pearls. Well, I don't own pearls. Lord knows you don't pay coloreds enough to afford pearls! And I work like a dog, day and night, living off of coffee from a pot none of you wanna touch! (inhales deeply) So, excuse me if I have to go to the restroom a few times a day.	√	√	√	√		√
76	<u>Katherine:</u> Yes, but if we don't have the information of the changes, we can't keep up. I need those changes as they occur. As you said, it's a pin head.				√		
82	<u>Katherine:</u> There's no protocol for a man circling the Earth either, sir.				√		
83	<u>Katherine:</u> Those are my calculations. My name should be on it.	√					
85	<u>Katherine:</u> Well, sir, the data changes so fast. The capsule changes. The weight and the landing zones are all changing, every day. I do my				√		

Table Continued...

	work, you attend these briefings, I have to start over. Colonel Glenn launches in a few weeks. We don't have the math figured out yet.						
86	<u>Katherine:</u> I cannot do my work effectively if I do not have all of the data and all of the information as soon as it's available. I need to be in that room, hearing what you hear.				√		
87	<u>Katherine:</u> I feel like I'm the best person to present my calculations, Mr. Harrison.				√		
88	<u>Katherine:</u> You, sir. You are the boss. You just have to act like one, sir.				√		
90	<u>Katherine:</u> The Go point for re-entry is 2,990 miles from where we want Colonel Glenn to land. If we assume that's The Bahamas.. at 17,544 miles per hour upon reentry.. 370 feet.. at a descent angle of 46.56 degrees.. Distance, velocity squared, sine, gravity squared. Sine, 32 feet. And the distance would be 20,530,372 feet or 2,990 miles or 46.33 degrees. Okay, so that puts your landing zone at 5.0667° North, 77.3333° West. Which is here. (points at the map) Right here. Give or take 20 square miles.						√
93	<u>Dorothy:</u> I'm not accepting reassignment unless I bring my ladies with me.	√					
94	<u>Dorothy:</u> We're gonna need a lot of manpower to program that beast. I can't do it alone. My gals are ready. They can do the work.				√		
95	<u>Dorothy:</u> Ladies, we've been reassigned. Leave your calculators. You won't need them where we're going.	√					
97	<u>Katherine:</u> But it works. It works numerically.				√		
110	<u>Dorothy:</u> All right, give her some space.	√					

Table Continued...							
	Let her work.						
113	<u>Katherine:</u> It will work. It will hold it until he reaches the Go/No Go point. It will work.	√					
116	<u>Dorothy:</u> Come on in. The IBM 7090 data processing system is capable of solving 24,000 multiplications per second.	√					

Note:

Imp : Use of imperatives and declarative

Agg : Aggravated directives

Int : Interruptions

Chal : Challenging, arguing, confronting

Cont : Controlling topics

Mon : Monologues

Example 1:

13. Dorothy: (to the one of the girls) Here, **finish passing those out.**

Dorothy ordered one of the computers to pass some papers out using an imperative statement. She was in a hurry to run after Vivian to ask about her application for the position of supervisor, therefore she instructed one of the computers to carry on the assignment. The imperative sentence, shown with the use of the verb “finish” is meant to deliver Dorothy’s request.

Example 2:

82. Katherine: There’s no protocol for a man circling the Earth either, sir.

Another characteristic of this feature is the use of declaratives, shown in Katherine’s utterance. She emphasized on the fact that no such protocol exist, in contrast to Paul Stafford’s remark of the lack of protocol for women attending the Pentagon briefings. Consequently, the example can also be counted as an argumentation, which is also an aspect of the assertive feature.

c. Aggressive

This feature is not very apparent in the comments made by the female leads. Fewer compliments, swearing and taboo, insult, threat, name-calling, finger-pointing, fist-shaking, and verbs of action, force and violence are usually evidence for this feature. Only 3 (three) utterances are influenced by it. The aggressive feature is identified in the following table by classifying the aspects shown in the data.

Table 4.9 Aspects of Aggressive Feature

No. of Datum	Utterances	Aggressive				
		Few	Swe	Ins	Fin	Ver
2	<u>Dorothy:</u> (to the late girls) Ladies, ladies. If you're tardy, you don't get an assignment. If you don't get an assignment, you don't have a job.			√		
62	<u>Dorothy:</u> (chuckles) Oh, it'll run eventually. And when it does, we have to know how to program it. Unless you'd rather be out of a job.			√		
64	<u>Katherine:</u> (interrupts) There is no bathroom. There are no colored bathrooms in this building or any building outside the West Campus, which is half a mile away. Did you know that? I have to walk to Timbuktu just to relieve myself! And I can't use one of the handy bikes. Picture that, Mr. Harrison. My uniform: skirt below my knees, my heels, and a simple string of pearls. Well, I don't own pearls. Lord knows you don't pay coloreds enough to afford pearls! And I work like a dog, day and night, living off of coffee from a pot none of you wanna touch! (inhales deeply) So, excuse me if I have to go to the restroom a few times a day.			√		

Note:

Few : Fewer compliments
 Swe : Swearing and taboo words
 Ins : Insults, threats, name-calling
 Fin : Finger-pointing; fist-shaking
 Ver : Verbs of action, force, and violence

Example 1:

2. Dorothy: Ladies, ladies. If **you**'re tardy, **you** don't get an assignment. If **you** don't get an assignment, **you** don't have a job.

The example shows Dorothy subtly "threatening" the computers. What is implied here is that they should not be late if they want to continue working at NASA. Eventhough she did not use explicitly-aggressive words, she stated the consequence of being late rather sternly.

Example 2:

64. Katherine: Lord knows you don't pay coloreds enough to afford pearls! And I work like a dog, day and night, living off of coffee from a pot none of you wanna touch!

Katherine during her monologue seemed to be insulting Al Harrison and the other staffs of the Space Task Group as the result of her repressed emotion. She criticised the dress code which was ridiculous; she did not even own pearl necklace due to its expensive price. She also expressed her discontent on the blatant discrimination she had to face everyday.

d. Use of humour

Humour can be in the form of jokes, puns, wittiisms, shaggydog stories, mick-tacking, mocking, and jeering. From 116 utterances, only 1 (one) can be categorized as the use of humour. The following table displays categorization of the data based on the aspects of the use of humour feature.

Table 4.10 Aspects of Use of Humour Feature

No. of Datum	Utterances	Use of Humour						
		Jok	Pun	Wit	Sha	Mic	Moc	Jeer
32	<u>Mary:</u> And handsome must be a requirement too.	√						

Note:

Jok : Jokes

Pun : Puns

Wit : Witticism

Sha : Shaggy-dog stories

Mic : Mick-tacking

Moc : Mocking

Jeer : Jeering

Example 1:

32. Mary: **And handsome must be a requirement too.**

Mary's joke was a response to Dorothy's description of the member of the Mercury Team, which she describes as "under 5'11", 180 pounds, IQs over 130". Mary simply added "handsome" to complete the typical physical description as mentioned by Dorothy.

e. Ego-enhancing

Boasting, name-dropping, and references to what-you-know, what you have done, are categorized as ego-enhancing. 2 (two) utterances were found supporting this feature. The data are further classified using the aspects of ego-enhancing feature.

Table 4.11 Aspects of Ego-enhancing Feature

No. of Datum	Utterances	Ego-enhancing		
		Boa	Nam	Ref
21	<u>Mary:</u> I wouldn't have to. I'd already be one	√		
70	<u>Katherine:</u> I'm an excellent shot, sir.	√		

Note:

Boa : Boasting

Nam : Name-dropping

Ref : References to who-you-know, what you've done

Example 1:

20. Mary: I wouldn't have to. I'd already be one.

Mary in the example said so, full of confidence, in response to the question whether she would be an engineer if she were a white man. It could be said that she boasted about herself, knowing well enough that she had the capability of achieving her dream if it was not for the limitation.

f. Goal-directed

Only 3 (three) utterances characterized by goal-directed aspect were found. The data are arranged in the following table to show which of the indicating aspects of the goal-directed feature appear.

Table 4.12 Aspects of Goal-directed Feature

No. of Datum	Utterances	Goal-directed			
		Sta	Tak	Cle	Hie
2	<u>Dorothy:</u> (to the late girls) Ladies, ladies. If you're tardy, you don't get an assignment. If you don't get an assignment, you don't have a job.		√	√	
62	<u>Dorothy:</u> (chuckles) Oh, it'll run eventually. And when it does, we have to know how to program it. Unless you'd rather be out of a job.	√			
115	<u>Katherine:</u> We're already there, sir.	√			

Note:

Sta : Statements pointing the goal

Tak : Taking over; taking control

Cle : Clear, single-person leadership

Hie : Hierarchical decision making

Example 1:

2. Dorothy: (to the late girls) Ladies, ladies. If you're tardy, you don't get an assignment. If you don't get an assignment, you don't have a job.

Dorothy in this scene was assigning tasks to the computers. She held the highest responsibility among them, having the unofficial title of supervisor. By the statement she made as shown above, she displayed the behaviour of taking control and being a leader.

4.1.2 The Types of Speech Style Used the Most in the Female Leads' Utterances in the Workplace in *Hidden Figures* Movie

In order to discover the types of speech style that are used the most, the writer calculate the quantity of each type and write in down in table 4.2 below.

Table 4.13 The Quantity of Each Speech Style Type Occurred in the Utterances of the Female Leads in *Hidden Figures* Movie

Types	Female Speech Styles					Male Speech Styles					
	Per	Com	Pol	Co	Pro	Mat	Ass	Agg	Use	Ego	Goa
Quant.	9	18	3	88	7	22	30	3	1	2	3
Total	125					61					

In 116 utterances, a total of 125 female speech style features and 61 male speech style features are detectable. Overall, female speech style features were used more often as reflected in the data than the male speech style features. It is apparent from the table that the most common speech styles from each gender (female and male) used by the three female leads in *Hidden Figures* movie are respectively co-operative (found in 88 utterances) and assertive (used in 30 utterances).

4.2 Discussion

According to the gendered speech style theory by Baxter (2010), there are five female speech style types and six male speech style types. From the total of eleven types, all are evident in the collected data which were taken from the utterances of Katherine Johnson, Dorothy Vaughan, and Mary Jackson from the movie *Hidden Figures*.

All features of female speech styles can be found in the utterances of the Katherine, Dorothy, and Mary. The data containing personal feature are indicated by all of the aspects but one. Generally, the three female leads use this feature, especially self-disclosure when they need to reveal informations about themselves, including on introduction and expressing their feelings. The aspect missing is anecdotal. For the second feature, compliant, hedges and filler appear the most. The female leads use hedges to soften their remarks and make them sound more polite, especially when talking to their co-workers whom they are not close to or have social gap with. The third feature, being polite, shows the use of compliments and no signs of cursing or swearing. As the scenes were taken in the workplace, swearing can be seen as unprofessional. The fourth feature, co-operative, appeared in a significant amount, mainly the use of personal and inclusive pronouns. The three female leads used them aplenty to refer to other people or themselves and to involve the other party in the conversation. The process-oriented feature were mostly realized in the form of hypothesis and speculation. Working on an important project, they needed to calculate the incoming possibilities that might happen upon taking a decision.

The findings of this study are found to be covering all of the speech style features of the female speech style theory by Baxter (2010). However, not all of the indicators classified were evident. The utterances found did not indicate the evidence of anecdotal aspect from the personal feature. It is possible that the aspect is missing due to the the movie being a historical biopic. It might not seem suitable as most of the interactions in the workplace were between colleagues, and there was always slight tension in the air due to the serious nature of the work. The compliant feature, is not evident in the form of tag questions. Tag questions are used in various manners; sometimes they are used to show that the speaker are not sure about the topic in question, or to be respectful towards the listener. While this indicator is not perceptible, Katherine, Dorothy, and Mary conveyed their courteous manner through another forms of utterances. In the third feature, which is being polite, no data signifies the terms of endearment aspect. It is feasibly because in a formal workplace setting, showing affection to co-workers by calling them with terms of endearment is not common and can be deemed as unacceptable. From the co-operative feature, overlaps were not found as Katherine, Dorothy, and Mary took turns when talking to their workmates. Mirroring were also missing from the classification, probably because it is more common to happen in a less formal settings between people with close connections. The fifth feature, process-oriented, lack the presence of two aspects: egalitarian decision making and jointly negotiated leadership. In an instance like NASA, hierarchy plays a big role in how influential an employee is. The decision maker most of the time is the leader or someone of a high position.

Male speech style features are also evident in the utterances of Katherine, Dorothy, and Mary. The first feature, matter of fact, is mostly indicated by the use of discourse marker. The female leads use it to start their remarks, steering the communication. The second feature, assertive, is shown mainly through the use of imperatives, declaratives, and arguments. Having the stereotypical image of being submissive because of their position and gender, the female leads were expected to succumb to the co-workers' (mostly male) decision. However, they expressed their disagreement by giving argument or confrontation. They also used imperatives to give command and declaratives to emphasize a statement. It seems that they want to gain mutual respect through the use of assertive feature. The third feature, aggressive, is not used often. Only the insults, threats, and name-calling aspect is recognizable. The threats are from Dorothy when she tried to lead the computers, but the sentences are relatively subtle and indirect. Insults were uttered when Katherine expressed her discontent with the discrimination she had been facing everyday to the entire Space Task Group. The fourth feature, use of humour, also rarely emerges. With their low position, making a joke can make the female leads seem impolite if it was directed to co-workers outside of the West Computing Area. The fifth feature, ego-enhancing, arises when the women made statements confidently regarding their ability. The other aspects are not apparent, possibly since the movie revolves around their extraordinary capability, which they can flaunt. The sixth feature, goal-directed, is shown when Dorothy attempted to warn the late computers. Showing her power as the unofficial supervisor shows a clear leadership.

While all of the male speech style features could be found, only some of the indicators were discernible. In the utterances of the three female leads, the characters showed no avoidance of emotion and self-disclosure from the first feature, matter of fact. Katherine, Dorothy, and Mary had to share their personal information at some point (e.g. their name, position, and personal feelings). Controlling topics, one of the indicators of the assertive feature, was also not clear in the collected data. The third feature, aggressive, was realized only through insults and threats. In a professional setting, using swear words and offensive gestures such as finger-pointing is perceived as a disrespectful action and is seen to be out of place, hence the lack of its use in the selected scenes. Katherine and Dorothy did not use humour at all in the movie. Mary, on the other hand, used joke but not puns, witticism, shaggy-dog stories, mick-tacking, mocking, or jeering. Even the joke she made was subtle. The three female leads' seemed to be not very lenient, hence the lack of chance to throw a joke. As for the fifth feature, ego-enhancing, Mary and Katherine boasted about themselves because they were confident in their potential. They did not mention other people (e.g. influential person or higher-ups) in bragging. The last feature, goal-directed, seems to be missing one of the indicators which is hierarchical decision making. While NASA did have hierarchical system in operating their business, Katherine, Dorothy, and Mary were considered pretty low in the ladder. Most of the decisions were apparent in the utterances of those with higher position, such as Al Harrison.

In the reality depicted in the movie, the styles used are mixed, even though some tendencies of the stereotype might be staying true to the theory. Many of the

utterances appeared to be containing more than one feature; some even accommodate both female and male speech styles feature. The combination probably happened because the speakers want to maintain their initial style of speech, but also have another intention to be fulfilled. In D87, for example, Katherine assured Al by subtly boasting that she was the most suitable person to clarify her computation in the Pentagon briefing. However, she also hedged her sentence with the phrase “I feel like” to humble her statement. Based on the details illustrated, it can be said that Katherine, Dorothy, and Mary conserved their use of female speech styles, while also took up male speech styles. In relation to this conclusion, they were able to achieve some of the communication goals of both girls and boys based on the theory by Maltz and Borker (1982). With female speech styles, they built relationship by showing co-operation, expressed disapproval rather subtly, and analysed the situation in taking actions. They also successfully took interest of the listener and stood by their positions.

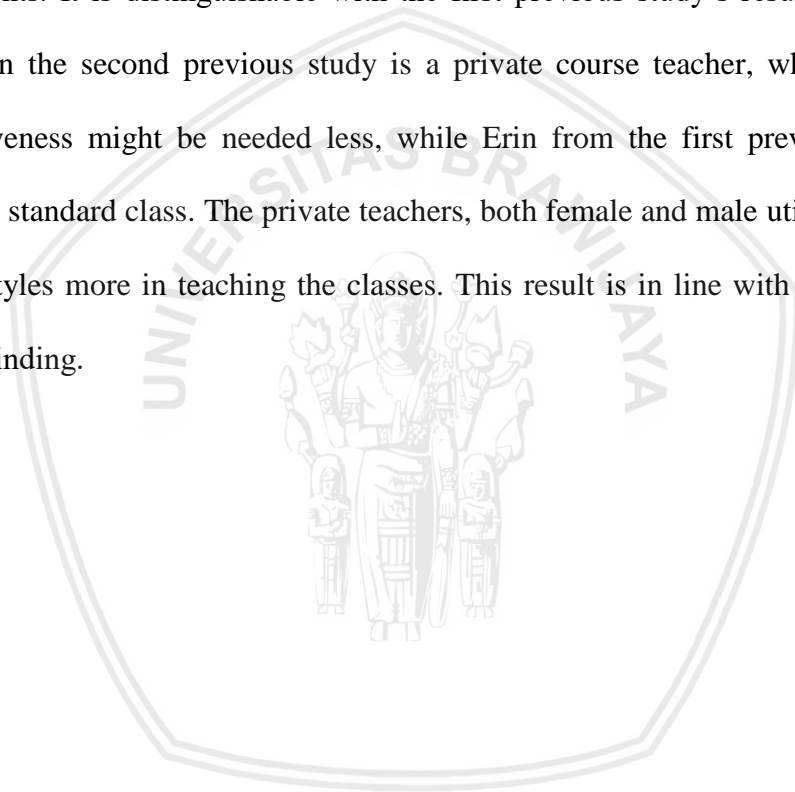
According to the data, there are 125 occurrences of female speech styles and 61 of male speech styles in total. The most common types based on the gender respectively are co-operative with 88 occurrences and assertive with 30 occurrences. The co-operative feature appeared many times because the female leads had to show their considerations and hospitality, especially when talking to people of higher level. On the other hand, the assertive feature seems to be used when they want to acquire respect and to present their argument.

Compared to the first previous study conducted by Setiawan (2016) entitled *The Speech Styles Used by Erin Gruwell in Freedom Writers Movie*, the finding of

the current study is comparable. Setiawan found that the teacher, Erin Gruwell, used both female and male speech styles in teaching her class. The most dominant features are co-operative (female speech style) and aggressive (male speech style). The present study turns out to have a similarity; the most dominant type of female speech styles found was co-operative. This might be due to the fact that both subjects of the studies work in environments that condition them to be accommodating. Erin has to acculturate with her troublesome students, while the three mathematicians have to adapt to their discerning environment. However, in the first previous study, the most evident male speech style feature is aggressive, compared to the current study's assertive feature. This might be ascribed to the fact that Erin holds the full authority in the class and attempts to take control over her rebellious students, hence extra measurements are taken. Additionally, based on the numbers presented, Erin utilizes male speech styles more than female speech styles. The most dominant features are similar that of the present study, but the female leads in the *Hidden Figures* use more female speech style features compared to the male counterpart. It is possibly because Erin as a teacher needs to be more stern towards her students to acquire their respect, which leads her to incorporate more of male speech style features. On the other hand, the female leads of *Hidden Figures* do utilize male speech style features at times, but the urgency is considerably less than Erin since they do not hold a position where they need to maintain their leadership (except Dorothy).

The second previous study entitled *Speech Styles Used by Young Female and Young Male Teachers in Teaching English to Their Older Students* conducted

by Ronsumbre (2015) concluded that the female teacher used co-operative and matter of fact features the most, and so did the male teacher. Compared to the present study, the subjects use the co-operative feature of the female speech style the most, but the most dominant feature of the male speech styles differs. It seems that the teacher uses matter of fact feature a lot because she delivers information to the students. It is distinguishable with the first previous study's result since the teacher in the second previous study is a private course teacher, which means persuasiveness might be needed less, while Erin from the first previous study teaches a standard class. The private teachers, both female and male utilize female speech styles more in teaching the classes. This result is in line with the current study's finding.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion. Conclusion contains the condensed detail of the study, while suggestion provides some ideas for future researches.

5.1 Conclusions

This research aims to answer the problems of the study proposed: the features of female and male speech styles found in the workplace in *Hidden Figures* movie and the types of speech styles which are used the most in the the female leads' utterances in the workplace in *Hidden Figures* movie. In order to analyze the data, the theory of Judith Baxter (2010) which categorizes speech styles based on gender was used. This research can be considered as a qualitative study on audio and visual materials.

Based on the findings, the writer concludes that in 116 utterances that had been sorted and selected, there are 125 occurrences of female speech styles and 61 of male speech styles. Broken down, female speech styles include personal (9 occurrences), compliant (18 occurrences), polite (3 occurrences), co-operative (88 occurrences), and process-oriented (7 occurrences). Male speech styles consist of matter of fact (22 occurrences), assertive (30 occurrences), aggressive (3 occurrences), use of humour (1 occurrence), ego-enhancing (2 occurrences), and goal-oriented (3 occurrences). The most used types of speech styles are co-

operative (female speech style) and assertive (male speech style). The female leads incorporate more female speech style features than male speech style features in their utterances.

As the findings show, all female and male speech style features are apparent in the data. It can be concluded that Katherine Johnson, Dorothy Vaughan, and Mary Jackson did take on the male speech style features in order to be able to adapt to their surroundings, while also maintaining their use of female speech style features.

5.2 Suggestions

Several suggestions are proposed by the writer for further and in-depth research. First, the scope of the study can be expanded. The writer analysed the utterances of the three female leads in the workplace. Future researchers can extend the limitation, conducting a study on the utterances not only in the work setting, but also in the other scenes. Second, it is encouraged to explore gendered speech styles through other aspect. While this present study limits the analysis on gender-based speech styles, future researchers can additionally examine other factors which influence speech style. Ethnicity, in particular, could be evaluated as a topic for research, as the movie used in the present study presents it as one of the main issues. These suggestions are hoped to be helpful for conducting researches that will bring positive impact for the scope of sociolinguistics.

REFERENCES

- Baxter, J. (2010). *The language of female leadership*. London: Palgrave Macmillan.
- Coates, J. (2016). *Women, Men and Language* (3rd edition). London: Routledge.
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd edition). Los Angeles: Sage.
- Holmes, J. (2013). *An Introduction to Sociolinguistics* (4th edition). London: Routledge.
- Jakobsson, S. (2010). *A study of female language features in same-sex conversation*. Retrieved from <http://www.divaportal.org/smash/get/diva2%3A375135/FULLTEXT01.pdf>
- Kothari, C. (2004). *Research Methodology Methods and Techniques* (2nd edition). New Delhi: New Age International Publishers
- Lakoff, R. (1973). Language and woman's place. *Language in Society*, 2(1), 45-80.
- Maltz, D. & Borker, R. (1982). A cultural approach to male-female miscommunication. In J. Gumpers (Ed.), *Language and Social Identity*. Cambridge: Cambridge University Press.
- Meyerhoff, M. (2006). *Introducing Sociolinguistics*. London: Routledge.
- Mullany, L. (2007). *Gendered Discourse in the Professional Workplace*. New York: Palgrave Macmillan.
- Ronsumbre, F. (2015). *Speech Styles Used by Young Female and Young Male Teachers in Teaching English to Their Older Students* (Thesis). Retrieved from <https://dewey.petra.ac.id/catalog/digital/detail?id=35483>
- Schroeder, A. & Melfi, T. (2015). *Hidden Figures*. Retrieved from https://s3.foxmovies.com/foxmovies/production/films/123/assets/hidden_figures_screenplay.pdf-5183735384.pdf
- Setiawan, E. (2016). *The Speech Styles Used by Erin Gruwell in Freedom Writers Movie* (Thesis). Retrieved from <https://dewey.petra.ac.id/catalog/digital/detail?id=39150>
- Wardhaugh, R. (2006). *An Introduction to Sociolinguistics* (5th edition). Malden: Blackwell Publishing.