



A Study of the Women's Gender Stereotypes in Gillian May Armstrong's

Little Women Movieการศึกษาเกี่ยวกับการตีกรอบทางเพศสภาพของผู้หญิงผ่านภาพยนตร์เรื่องสี่ดรุณี
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Abstract

The purposes of the study were to find the most frequent types of women's gender stereotypes appearing in *Little Women* movie by Gillian May Armstrong and to describe how *Little Women* movie by Gillian May Armstrong reflect women's gender stereotypes through the female characters. The study was done by analyzing the movie through the dialogues and actions of the female characters. After the data were collected, each dialogue and action were analyzed to classify into four types of gender stereotypes according to the Planned Parenthood gender stereotypes theory, and then the researchers analyzed the gender stereotypes presented in the female characters in *Little Women* movie. The result was that there were 20 data points of gender stereotypes. The most common type of gender stereotype was domestic behavior. It was followed by physical appearance, personality traits, and occupations. For another question, the researchers found many scenes in the movie demonstrated that female characters had to live under gender stereotype tradition, which was a priority in the Victorian period, through their personalities, behaviors, occupations, and appearances. It is recommended that further studies that seek to investigate the scope of issues with the *Little Women* movie can use different theories from this present study for analysis or can use the same theory as in this present study to analyze other movies.

Keywords: Victorian period, Women's gender stereotypes, Gillian May Armstrong, *Little Women*, Planned Parenthood gender stereotypes theory

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Introduction

Rationale of the study

Nowadays, the film industry plays a tremendous role in human life in the field of entertainment, and it is growing more and more. A movie is a work of art and culture that can be made into a show as a form of social institution or medium of communication that has the potential to influence the audience because it can connect with different social groups. A movie can be a representation of real life or society that is put into a story, so it usually addresses issues that can be found in society or in daily life. People can learn about and interpret the many issues raised by the story in the film, so it is important for the audience to be aware of the contents that are in the movies (Amaliananda, Rahayu, Hidayati & Savira, 2017).

Gender stereotypes are one of the issues that have often appeared in society from the past to the present. According to Amaliananda, Rahayu, Hidayati & Savira (2017), gender is a concept of social connection that creates distinctions between the roles of men and women through the social construction of society. In the media, men are frequently portrayed as strong, assertive, and competitive, while women are frequently portrayed as caring, gentle, concerned with appearance, and sensitive to others. Men also exercise more dominance over women. Women are more likely than men to reveal empathic traits, including compassion, sharing, and caring for others. Men appear to be physically more aggressive than women. These issues are usually present in various movies, such as *A League of Their Own* (1992), *Enola Holmes* (2020), and *Mulan* (2020). However, gender stereotypes' main focus aspects shown in the movie are not always the same. Some movies focus more on domestic behaviors while some movies focus more on physical behaviors. Therefore, gender stereotypes that appear in different movies are very varied. Stereotypes can influence how society perceives a person's personality, behaviors, attitudes, and appearance (Kumar, Goh, Tan & Siew, 2022). Therefore, it is important to have a study on gender stereotype issues so that audiences can be aware of and understand the gender stereotypes appearing in movies.

In British history, the Victorian era covers the years approximately between 1820 and 1914. Victorian society was organized hierarchically. While race, religion, region, and occupation were all meaningful aspects of identity and status, the main organizing principles of Victorian society were gender and class (Steinbach, 2022). The American Civil War was a civil war in the United States that occurred between 1861 and 1865, during the Victorian era, so American people at the time were influenced by this period as well.

Little Women is one of the movies that has gender stereotype issues in the story. This movie is an adaptation of *Little Women* novel by Louisa May Alcott, who used her experience in the American Civil War and her life in her household as her inspiration to write this literature (Junhom, 2018). Therefore, its story takes place in the Victorian period during the American Civil War, in which almost every aspect of a person's ability and character was thought to be determined by their biologically based gender (Steinbach, 2022). Moreover, during the American Civil War, women faced a variety of problems, including violence and dominance due to Victorian values. People had a prejudged belief that women were weak and that they could only work a little and were unable to work as hard as men (Mudmainah, Kuncara, & Asanti, 2019). *Little Women's* story focuses on the March sisters, Jo, Meg, Beth, and Amy, who live with their mother, Marmee. They have to struggle to survive while their father is in the American Civil War. The whole story



tells the lives of Jo, who wants to be a writer, Meg who marries a poor teacher, Beth who gets scarlet fever, and Amy who wants to become an artist and represents the family's best chance at a happy marriage. There are many stereotypes that these four girls have to face during their lifetime, such as being a lady, marriage, career, and social class. Especially, the protagonist, Jo, is the one of the sisters who does not want to follow the tradition. However, since most people in society do not accept different conducts, she has a lot of difficulty living while doing what she really wants.

According to the story, it was interesting to study gender stereotypes that appeared in the *Little Women* movie. Therefore, *Little Women* (1994) by Gillian May Armstrong was chosen to be analyzed in this study. The reasons why *Little Women* by Gillian May Armstrong was chosen were that the movie was suitable for a study in gender stereotypes because it clearly reflects women's lives in the Victorian period, when women had to be strict with their traditional gender stereotypes in almost every aspect of their lives, such as occupations, behaviors, appearance, and personalities. Second, the movie is worth seeing once in a lifetime because the story was enjoyable, relaxing, and simple to grasp. There are only either studies of the *Little Women* movie (2019) or the *Little Women* novel. Therefore, this research was conducted to analyze the women's gender stereotypes in Gillian May Armstrong's *Little Women* movie in order to find what types of women's gender stereotypes appear most in the movie and to explore gender stereotypes of the female characters by analyzing the dialogues and actions of the female characters in the movie. This research should inform readers about the various types of gender stereotypes and which ones appear most frequently in the movie; it should also help readers understand how gender stereotypes are depicted in the female characters in the *Little Women* movie.

Literature Review

Theoretical framework

A movie is a fiction work that is often played for two hours on television or cinemas. A movie is usually inspired by a real idea, and it must contain entertainment and meaningful features inside it. Since the movie is a representation of human life, those who watch the movie would learn something from the messages that is delivered by characters (Qotrunnada, 2021)

Gender role is a group of socially relevant behaviors associated with men or women. In addition, the male gender role or the female gender role is a script that men and women follow to complete their suitable parts in acting as masculine or feminine. The concepts of gender role and gender stereotype tend to be related since gender role and gender stereotype seem to be similar. People might fail to notice individual varieties and exceptions and believe that a role is naturally related to only one gender when they link a role pattern with either women or men. Consequently, gender roles can be developed into gender stereotypes (Brannon, 1998).

Gender stereotype is a generalized opinion or preconception about the traits, roles, or behaviors that women and men should have (OHCHR, n.d.). Gender stereotypes have an impact on how both men and women perceive themselves and evaluate their own and others' behaviors. Gender schema theory suggests that children adapt their behavior and the way they process gender-related information in order to fit into gender roles when they get gender



schemata, a mental framework that organizes knowledge and controls perception (Brannon, 1998). Many people believe there are certain roles for men and women that they should follow if they want to be successful in society, and that forces men and women to behave according to those roles. In the Victorian period, most people believed in gender stereotypes, especially about women, and women were mostly seen as inferior to men in the perspective of society (Kurnia, 2011). There are many theories that describe the types of gender stereotypes. For example, Planned Parenthood (as cited in Zuhro, 2018) has classified types of gender stereotypes into four categories.

The first is personality traits, which are the characteristics, thoughts, feelings, and behaviors of a person. Even though personality should be different from each person, there are still stereotypes on how men and women's personalities should have, for example, men should be aggressive, wise, dominant and strong while women should be hospitable, sensitive, affectionate and emotional.

Next is domestic behaviors, which are conduct related to the home and family of men and women. For example, men have to work outside of their homes to find money, take care of the family's finances, and be the family head while women are expected to be wives and mothers, stay home, take care of the family, cook a meal, raise a child, and be a housewife.

Another type is occupations which are the roles of a person when they are in an organization. For example, men and women might be expected to get a specific job for them. To illustrate, men are expected to be soldiers, government officers, or doctors, while women are expected to be nurses or teachers. In the past, women were not expected to earn money on their own at all.

The last is physical appearance, which is a person's outside appearance, including both body and dress that men and women are expected to have; for instance, men are expected to be muscular and tall, while women are expected to have a slender body, long hair, and to wear a dress and make-up.

Little Women is an American coming-of-age movie directed by Gillian May Armstrong released in 1994. It was adapted from the *Little Women* novel, which was first published in 1868 by Louisa May Alcott, who put her experience of the American Civil War and her life with her family into the novel (Junhom, 2018). *Little Women*'s setting is in the Victorian period. The story is about the growth of four women: Meg, Jo, Beth, and Amy in the American Civil War period. They have to overcome misfortune and misery together. This story clearly shows that women have to deal with gender roles that society has created.

Previous studies

A gender stereotype is a set of behaviors and attitudes of men and women that are believed to have been typical in the past. This belief has determined the roles of gender that men and women should express in their lives. Therefore, there are many previous studies on gender stereotypes in various movies with different theories to find and understand the effects of gender stereotypes on people's lives.

Little Women was used as the main study area for investigating gender roles and gender stereotypes. For example, Junhom (2018) studied the status of American women from 1861 to 1865, especially women's roles through the American novels *Little Women* and *Good Wives*. The analysis was presented by way of an analytical description.



The result showed the stories of four women who lived during the American Civil War, including women's status and roles. The study also explained the theory of feminism, the norms of American society, and the inequality of men and women.

Ekasanti and Hernawati (2019) discussed the representation of gender stereotyping in *Little Women* novel. The purpose was to find out how gender roles affect the characters in the novel by using the theory of children's literature through the actions and dialogues of the March Girls for analysis. The result showed that *Little Women* supports traditional gender stereotypes which disputed with what American women in that time fought for.

Mudmainah, Kuncara, and Asanti (2019) analyzed women's roles in the civil war era portrayed in Marmee's character in the *Little Women* movie by using Tiffany's triple role theory. The result showed that Marmee's character had one of three roles that fit the theory. There was a reproductive role in Marmee's character while productive and community management roles are missing.

Apart from *Little Women*, there are many studies about gender stereotypes in various movies with different theories. For example, Zuhro (2018) analyzed gender stereotypes in 'The Five-Year Engagement' movie. The researcher collected the data from the dialogues and behaviors of characters in the movie by using the Planned Parenthood gender stereotypes theory. The result was fifteen data points in total which were four data points of personality traits, five data points of domestic behaviors, two data points of occupation, and four data points of physical appearance. After that, these data were then divided into seven categories: five for femininity and five for androgyny.

Another study is by Wulandari (2020) which analyzed gender stereotypes in *Brave* movie to find types of gender stereotypes phenomena in the movie and how the gender stereotypes presented in the movie. The data used for this study is dialogues in the movie that contains gender stereotypes. Using Brannon's theory, this research found seventeen data, namely one physical characteristic, seven occupations, seven personal traits, and two domestic behaviors.

Purposes of the study

The researcher aimed to achieve the following goals:

1. To find the most frequent type of women's gender stereotypes in *Little Women* movie by Gillian May Armstrong
2. To describe how *Little Women* movie by Gillian May Armstrong reflect women's gender stereotypes through the female characters in each data point

Research questions

1. What is the most frequent types of women's gender stereotypes in *Little Women* movie by Gillian May Armstrong?
2. How does *Little Women* movie by Gillian May Armstrong reflect women's gender stereotypes through the female characters in each data point?



Research Methodology

Data source

Our research field was a movie called *Little Women* by Gillian May Armstrong. This movie was chosen because this movie's story revolved around the lives of women who had to struggle with traditional stereotypes, so it was a good data field to study gender stereotypes.

Research instrument

The research instrument of this study was the researchers, who collected the data by watching, analyzing, and interpreting the movie and then classifying the data.

Data collection

The researchers watched the *Little Women* movie together, took a note of dialogues and actions of the characters in the movie that might contain four types of gender stereotypes according to the Planned Parenthood gender stereotypes theory into the data table, and then analyzed the dialogues and actions of the female characters as well as gender stereotypes shown in the movie. The researchers re-watched the movie around two times for the most accurate data.

Data analysis

After the data were collected, each dialogue and action were analyzed to classify into four types of gender stereotypes according to the Planned Parenthood gender stereotypes theory which are personality traits, domestic behaviors, occupation, and physical appearance (see Appendix A for details).

After classifying the data into four types of gender stereotypes, the researchers began analyzing the data based on the Planned Parenthood gender stereotypes theory. The content analysis was used to analyze how the gender stereotypes presented in the female characters in *Little Women* movie. The researchers used dialogues and actions in the movie to group gender stereotypes that were presented in the movie. The data was concluded after the researchers discovered the answer to the research questions.

Research Findings and Discussion

The research finding of this research are presented according to the two research questions (RQs) of this study.

RQ 1. What is the most frequent type of women's gender stereotypes in *Little Women* movie by Gillian May Armstrong?

Table 1 Types of stereotypes and frequency

Types of Gender Stereotypes	Frequency (data points)	Percentage
Personality traits	4	20%
Domestic behaviors	9	45%
Occupations	2	10%
Physical appearance	5	25%
Total	20	100%



After analyzing the data, the number of data points of gender stereotypes was counted. As shown in Table 1, the researchers found twenty data points which classified into four types of gender stereotypes. The most common type of gender stereotype was domestic behaviors (9 dialogues and actions, or 45%). It was followed by physical appearance (5 dialogues and actions, or 25%), personality traits (4 dialogues and actions, or 20%), and occupations (2 dialogues and actions, or 10%). The findings of this present study had a similar result to Zuhro (2018)'s study which investigated the types of gender stereotypes in 'The Five-Year Engagement' movie using the same theory, which is the Planned Parenthood gender stereotypes theory, that domestic behaviors had the most frequent data points of gender stereotype. The reason might be that domestic behaviors were the best type of gender stereotypes that showed a femininity in women of all ages. Therefore, female characters were usually presented as wives, taking care of children, and being housekeepers in the movie to show the femininity in women.

RQ 2. How does *Little Women* movie by Gillian May Armstrong reflect women's gender stereotypes through the female characters in each data point?

In order to answer this question, the researchers had analyzed each data points we found in RQ.1. There were several scenes in the movie that reflected gender stereotypes of women in 1861-1865 through the dialogues and actions.

Firstly, domestic behaviors, which had the most data points of gender stereotypes found in the movie, showed that women in the *Little Women* movie were expected to be married and stay at home; in addition, women were expected to be only wives. According to the dialogue, "Aunt March: The one hope for your family is for Margaret to marry well." This dialogue is from the conversation when Aunt March is talking with Marmee, the four girls' mother, about Meg that she has to marry an elite man in order to raise their family's status (see Appendix A for details). This clearly showed that people in that period thought women's roles were to marry a man, become a housewife, and let a man work. They did not expect women to work and find money on their own.

Another example of domestic behaviors was from the dialogue "Marmee: Feminine weakness and fainting spells are the direct result of our confining young girls to the house bent over their needlework in restrictive corsets." This is from a scene in which John Brook tells Marmee that her daughters are different from other girls because they play with boys instead of staying at home, but Marmee believes that women's weakness stemmed from confining young girls in the house and doing needlework in restrictive corsets (see Appendix A for details). It could be concluded that women in that period mostly stayed at home and did housework. They did not usually go out of their homes and do outdoor activities like men. Therefore, these scenes clearly showed the domestic behaviors of women's roles in that era.

The next example of domestic behavior is the situation where Amy gets punished by her teacher at school, and Amy tells her family after she came back home that "Mr. Davis said it was as useful to educate a woman as to educate a female cat." (see Appendix A for details). This scene clearly showed that education at that time allowed women to learn, but women were not treated as equally as men. To be more specific, most people thought educating women was not as important as educating men. It was a waste of time to educate women since women should be at home with their husbands rather than got educated and work outside which was men's duty.



The last example was from the situation where Jo is talking to Beth that she cannot be like her mother because her mother can take care of the home and her children, solve any family problem, and manage her family while her husband goes to war. She is an ideal mother figure. According to the dialogue, "Jo March: Oh, Beth, truly, I don't know if I could ever be good like Marmee. I'd rather crave violence. If only I could be like father and go to war and stand up to the lions of injustice." (see Appendix A for details). This dialogue showed that Jo wants to go to war like her father because she feels that she cannot be like her mother. This reflects that women in that era had only one role in the house, and they could not do things that men could do.

Physical appearance was the second most frequency of types of gender stereotypes. It showed that women in *Little Women* would not be allowed to wear outfits like men. They had to wear a dress and had to wear a corset to shape their body figure. According to the following dialogue, "Meg March: I told you they dressed me up, but I didn't tell you... that they powdered and squeezed, and made me look like a fashion plate." This dialogue is from the situation where Meg has to go to the social gathering but her dress is not suitable for the night party, so one of her friends changes Meg's look into a tight long dress. Meg tries to get used to that dress; however, Meg does not want to show this side to the people who knows her because she is embarrassed to become a girl who follows the traditional gender role and was not herself (see Appendix A for details). This scene clearly showed that Meg tried to follow the female tradition of dressing, but she did not feel comfortable at all.

Another example of physical appearance was from the dialogue "Jo March: I couldn't bear to ask her. I sold my hair." "Amy March: Jo, how could you? Your one beauty." This dialogue is from the situation where the father of four girls is injured in the war, so the March family has to find money for Marmee to buy a train ticket to go to see her husband. At first, Jo is asked to borrow money from Aunt March, but Jo does not want to bother Aunt March since they do not get along, so she decides to cut her long hair and sell it for money. When Amy sees that, she is very shocked because women's hair is really important (see Appendix A for details). This scene clearly shows that women in that period gave priority to their beauty and their bodies, including their hair. Moreover, beauty could increase the confidence of women. If women did not have their beauty, they would lose their confidence in socializing since they did not fit the beauty standard.

Personality traits were the third most frequency. According to the scene in which the March girls are performing a play written by Jo, Jo has suggested bringing Laurie, her male friend, to play with them, but the other girls refuse because this should be a secret of women, and they do not want a man to see and make fun of them. Meg says, "When it's only ladies, we don't guard our conduct in the same way." and "He would find us improper." (see Appendix A for details). It could be assumed that women in that period should act more like ladies, which meant being polite and having a good manner in front of men.

Another scene that showed personality traits was from the dialogue "Jo March: Of course, Aunt March prefers Amy over me. Why shouldn't she? I'm ugly and awkward, and I always say the wrong things." This dialogue is from the situation where Jo knows that Amy is able to go to France with Aunt March instead of her because when Amy had to stay with Aunt March, she behaved appropriately as a traditional lady, such as being polite, optimistic, and sociable. In contrast, Jo has no femininity in her personality; she talks louder, does not like social events, does not want to get



married, and acts like a man. Aunt March, who is strict in tradition, chooses Amy over Jo because she does not like Jo for her personality (see Appendix A for details). This scene clearly mirrors that women who showed different personality traits from traditional norms were more likely to be rejected by society or even their own relatives. Even though they had their own personality, it did not mean it was acceptable.

Finally, the occupations had the lowest frequency of types of gender stereotypes. According to the scene where Jo brings her novel to present to the publisher hoping her novel would get published, but the editor assumes her novel was a fairy story, and it is uninteresting. Therefore, he asks her to bring her novel to the ladies' magazines without even trying to read it. According to the dialogue, "Editor: Our subscribers are not interested in sentiment and fairy stories, miss." And "Editor: Try one of the ladies' magazines." (see Appendix A for details). It could be assumed that men thought women could not work as writers better than men, or that if they could, their stories would be ridiculous stories that could not be sold to readers.

Another example of occupation is the situation where Friedrich Baer's students are discussing about women's rights in politics. One of the students, Jacob Mayer, says, "I agree. But if women are a moral force, shouldn't they have the right to govern and preach, and testify in court?" (see Appendix A for details). This scene showed that women in that period did not work in careers related to politics at all because people in that era thought political careers were jobs for men. Women had very limited job choices because people did not expect women to have the potential to work like men did.

Conclusion

Summary of the finding

In conclusion, the research findings reveal that there were twenty data points of gender stereotypes. The most common type of gender stereotype was domestic behaviors. It was followed by physical appearance, personality traits, and occupations. For another question, it could be concluded that *Little Women* (1994) is a movie that reflects the image of how women lived in society and stuck in unavoidable gender stereotype. The researchers found that the four girls: Meg, Jo, Beth, and Amy as well as the women in that period overall had to deal with many gender stereotypes in their lives. For domestic behaviors, women in the movie were expected to marry a well-behaved man and serve as a wife instead of taking a job like men, and that women's roles were mostly stayed at home and did housework. For physical appearance, women had to wear a dress and had to wear a corset to shape their bodies. They were not allowed to wear clothes like men, and they had to give priority to their beauty and their body, including their hair. For personality traits, women also needed to always be polite and had a good manner in front of men. If they showed different personality traits from traditional norms, they were more likely to be rejected by society. Finally, for the occupations, the researcher found that there were very limited jobs that women could do. They usually weren't expected to do a job as well as men.



Recommendations of further research

This present study emphasizes the significance of gender stereotypes in the Victorian period, which used Planned Parenthood gender stereotype theory, so this research can be used as a guide for future research on similar topics. For instance, future research that seeks to investigate the scope of issues with the *Little Women* movie can use different theories from this present study for analysis. Furthermore, future studies can use the same theory as this present study to analyze other movies.

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Appendix A

Table 2 How to collect data about gender stereotypes

No	Times	Types of gender stereotypes	Scenes & Dialogues
1	11:40 - 11:45	Domestic behaviors	<p>Amy: When I marry, I'm going to be disgustingly rich.</p> <p>Meg: And what if the man you love is a poor man, but good like father?</p> <p>Amy: Well, it isn't like being stuck with the dreadful nose you get. One does have a choice to whom one loves.</p>
2	12:50 - 12:55	Personality traits	<p>Beth: I'm glad I don't have to go and be with all those frightening people...and try to think of what to say.</p> <p>Hannah: Hush now.</p>
3	19:58 - 20:16	Domestic behaviors	<p>John Brook: Your young ladies are unusually active, Mrs. March, if I may say so.</p> <p>Marmee: You may indeed, Mr. Brook. It's my opinion that young girls are no different than boys in their need for exertion. Feminine weakness and fainting spells are the direct result of our confining young girls to the house bent over their needlework in restrictive corsets.</p>
4	19:58 - 20:16	Physical appearance	<p>Marmee: You may indeed, Mr. Brook. It's my opinion that young girls are no different than boys in their need for exertion. Feminine weakness and fainting spells are the direct result of our confining young girls to the house bent over their needlework in restrictive corsets.</p>
5	20:55 - 21:03-	Physical appearance	<p>Jo March: Blast these wretched skirts!</p> <p>Amy March: Don't say "Blast" and "wretch".</p> <p>Jo March: Amy, don't be such a ninny-pinny.</p>
6	24:23 - 24:56	Domestic behaviors	<p>Amy March: (small and crushed) Mr. Davis said it was as useful to educate a woman as to educate a female cat.</p>
7	25:45 - 25:51	Domestic behaviors	<p>Jo March: Oh, Beth, truly, I don't know if I could ever be good like Marmee. I rather crave violence. If only I could be like father and go to war and stand up to the lions of injustice.</p>
8	28:27 - 29:01	Personality traits	<p>Jo March: Gentlemen, I propose the admission of a new member to our theatrical society. Theodore Laurence. We'll put it to a vote.</p> <p>Amy March: Nay. He'll laugh at our actions, and poke fun at us later.</p> <p>Beth March: He'll think it's only a game.</p> <p>Jo March: No, he won't. Upon my word as a gentleman.</p> <p>Meg March: Jo, when it's only ladies, we don't guard our conduct in the same way.</p> <p>Amy March: We bear our souls and tell the most appalling secrets.</p> <p>Meg March: He would find us improper.</p>



No	Times	Types of gender stereotypes	Scenes & Dialogues
			Jo March: Oh, Teddy would do nothing of the sort. Oh, please, let's try him, shall we.
9	37:58 - 38:52	Domestic behaviors	Aunt March: Abigail, I shake my head at the way you're managing Margaret. How is she to be married without a proper debut? Marmee: Now, auntie, in our present circumstances— Aunt March: Your circumstances will not change with your husband's return. My nephew is as foolish with money as he is in his new philosophies. The one hope for your family is for Margaret to marry well. Though I don't know who marries governesses.
10	42:15 - 42:49	Personality traits	Meg March: Please don't tell Jo how I behaved. Laurie: Of course not. If you won't tell anyone how I've behaved. Meg March: I was only playing a part to see how it felt to be Belle Gardiner with four proposals and 20 pairs of gloves.
11	42:47 - 42:55	Physical appearance	Meg March: This ridiculous dress. I've been tripping over it all night. Laurie: Tie something around your neck where it could do you some good.
12	43:18 - 43:46	Domestic behaviors	Jo March: I don't like people speculating about Laurie and our Meg as if they were characters in some play. Marmee: And nothing provokes speculation more than the sight of a woman enjoying herself. Meg March: Why is it Laurie may do as he likes, and flirt and tittle champagne—? Marmee: And no one thinks the less of him? Well, I suppose for one practical reason: Laurie is a man, and as such he may vote, and hold property and pursue any profession he pleases. And so he is not so easily demeaned.
13	47:32 - 47:55	Physical appearance	Marmee: Jo, finally. Twenty-five. Can Aunt March spare this? Jo March: I couldn't bear to ask her. I sold my hair. Amy March: Jo, how could you? Your one beauty. Jo March: It won't affect the state of the union. It'll grow back.
14	01:09:40 - 01:09:44	Personality traits	Jo March: Of course, Aunt March prefers Amy over me. Why shouldn't she? I'm ugly and awkward, and I always say the wrong things.
15	01:09:48 - 01:10:12	Domestic Behavior	Jo March: I fly around throwing away perfectly good marriage proposals. I love our home, but I'm just so fitful, and I can't stand being here. I'm sorry. I'm sorry, Marmee. There's just something really wrong with me. I want to change, but I... I can't. And I just know I'll never fit in anywhere.



No	Times	Types of gender stereotypes	Scenes & Dialogues
16	01:12:55 - 01:13:07	Occupation	<p>Editor: Our subscribers are not interested in sentiment and fairy stories, miss.</p> <p>Jo March: They're not fairy stories.</p> <p>Editor: Try one of the ladies' magazines.</p>
17	01:28:28 - 01:28:35	Domestic behavior	<p>Laurie: You do not love Fred Vaughan.</p> <p>Amy March: Fred Vaughan is stable and well-mannered–</p> <p>Laurie: and has 40,000 a year.</p> <p>Amy March: I've always known I would not marry a pauper.</p>
18	01:18:40 - 01:18:58	Domestic Behaviors	<p>Man: It's the system our nation was founded on.</p> <p>Jacob Mayer: Come on! It was nothing short of a betrayal of our country's ideals.</p> <p>Man: Our country's ideals?</p> <p>Jacob Mayer: A constitution that denies the basic rights of citizenship to women and black people?</p> <p>Charles Botts: They just passed the 15th Amendment, Jacob. They can vote.</p> <p>Jacob Mayer: Black men can vote, Charles.</p> <p>John Maccracken: A lady has no need of suffrage if she has a husband.</p>
19	01:19:07 - 01:19:45	Occupation	<p>Jacob Mayer: I agree. But if women are a moral force, shouldn't they have the right to govern and preach, and testify in court?</p> <p>Friedrich Bhaer: What is it, Miss March?</p> <p>Jo March: I find it poor logic to say that because women are good...women should vote. Men do not vote because they are good. They vote because they are male. And women should vote, not because they are angels and men are animals but because we are human beings and citizens of this country.</p> <p>Jacob Mayer: You should've been a lawyer, Miss March.</p> <p>Jo March: I should have been a great many things, Mr. Mayer.</p>
20	01:43:55 - 01:44:00	Physical appearance	<p>Meg March: I told you they dressed me up but I didn't tell you...that they powdered and squeezed, and made me look like a fashion plate.</p>