

FEMINISM VALUES IN LOUISA MAY ALCOTT'S *LITTLE WOMEN*

Novita Yolanda Santi¹, Awliya Rahmi²

¹STKIP YPM Bangko

²Universitas Islam Negeri Imam Bonjol

<novitayolandasanti@gmail.com>

<awliyarahmi@uinib.ac.id >

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan secara kualitatif nilai-nilai feminis yang dibawa oleh Jo, tokoh utama dalam novel *Little Women* yang ditulis oleh Louisa May Alcott. Data pada penelitian ini dikumpulkan dengan menggunakan teknik dokumentasi. Data kemudian dianalisa dengan menggunakan pendekatan feminis yang dikombinasikan dengan teknik analisis konten. Hasil penelitian menunjukkan bahwa nilai-nilai feminis dalam novel *Little Women* antara lain Persamaan (*Equality*), Perbedaan (*Difference*), Pilihan (*Choice*), Kepedulian (*Care*), Waktu (*Time*) dan Pengalaman (*Experience*). Perjuangan Jo dalam mempertahankan haknya sebagai perempuan demi kesetaraan dalam hal kodrat perempuan, prestasi perempuan dan kesetaraan kesempatan untuk memperoleh pendidikan tinggi.

Kata Kunci: *Nilai feminis, Novel Little Women, Louisa May Alcott, Literary Criticism, Feminisme*

Abstract: This research purposes to describe feminism values conveyed by Jo, the main character in *Little Women* novel written by Louisa May Alcott by applying qualitative method. The data of this research were collected by using documentation technique. The data were then analyzed by using feminist approach to be combined with qualitative content analysis technique. The result of this research shows that the feminist values in *Little Women* by Louisa May Alcott contains of *Equality, Difference, Choice, Care, Time, and Experience*. The dominantly feminist value appears on this novel is *Equality*. Jo's struggle in maintain her woman rights to have similar equal in terms of women's nature, the social treatment of women, women's performance and equal opportunity to have higher education.

Keywords: *Feminist Values, Little Women Novel, Louisa May Alcott, Literary Criticism, Feminism*

1. BACKGROUND

Feminist issues have a long history, for example, the feminist story in America. Since the first wave of American feminism in 1848, the period leading up to and follows the Seneca Falls Convention. The Position of women in colonial America was determined by the hierarchical worldview of the

Puritan colonist. Which is the condition in the Puritan Colonist believed that the inferiority women was a mark of original sin, manifest in physical weakness, smaller stature, intellectual limitations and a tendency to depend upon emotions rather than the intellect. They may argue that gender determines everything, or just the contrast: that all gender differences are imposed by

society and gender determines nothing.¹ Feminism tried to explain the similarity and distinguish between gender and equality gender of women. It caused the Feminists often to argue that male fears are portrayed through female characters. Feminist Literary Theory starts with the assumption that “gender difference” is an aspect which has been neglected in traditional literary criticism and, therefore, argues that traditional domains of literary criticism have to be re-examined from a gender-oriented perspective.

And therefore, Allen stated that “feminists are forced to admit gender difference and to argue that women are entitled to equality on the basis of their distinctively female characteristics, thus creating a new version of female “nature” that eventually becomes so oppressive and limiting that a new generation of feminists challenges it in the name of equality (starting the process again)”.²

The impact of feminism on literary criticism over a view years ago has been profound and wide-ranging. It begins in second-wave feminism in the United States and Europe during the Civil Rights campaigns of the 1960s. This criticism was concerned with the impact of gender on writing and reading. It usually begins with a critique of patriarchal culture. As American society grew and changed, so did the household.

The American nineteenth-century family often consisted of a man working outside the home, while the woman looks care of the house and the

family. On the other side, there are socially differentiated between a rich family and a poor family of societies. Authors of women’s fiction were often middle-class women who had often received a reasonable education, giving them the knowledge to write a book. In the 1850s the book became the dominant mode of literary packaging.

Nowadays in the globalization era, there are many cases about women and need the attention seriously from the woman itself and also the government in each country. It began from the researcher herself, as a woman. There are so many thoughts that women are dominated by men in family and society and treated as the ‘second’ society because women are weak and powerless. Women are supposed to be good mothers and women are only to speak when they are spoken to. Writers are interested to talk about women because women should get their independence just like men have. I want to show women’s independence from this thesis because women are not meek like the men thought.

Based on the researcher's opinions above, the researcher found a good literary work that concerns on about women's independence. This literary work shows us about women’s determination. The literary work entitled *Little Women* written by Louisa May Alcott (1832-1888).³ *Little Women* is a phenomenal novel that was created by Louisa May Alcott (1832-1888) and its first time published in 1868. *Little Women* was based upon her and her sister’s coming of age, set in the Civil War. The novel was an instant success, earning her eternal

¹ Endraswara, Suwardi. 2013. *Teori Kritik Sastra*. Jakarta : CAPS

² Allen, Ann Taylor. 2005. *Feminism and Motherhood in Western Europe 1890-1970*. Newyork: Palgrave MacMillan.

³ Alcott, Louisa. 1868. *Little Women*. Massachisetts: Robert Brothers.

fame and fortune. It was translated into 50 languages⁴.

Besides, *Little Women* novel tells about the situation in the old period of America. The women struggle to maintain their rights; the freedom to choose based on the women's desire, the chance to have equality such as education, work outside of their home, it caused by the women-only work as a mother and keep their children at home. The men had absolute power over the family.

Based on the background above, the researcher was interested in analyzing the feminism conflicts in "*Little Women*". Jo as the main character has efforts to maintenance her right as a woman to challenges the normative patriarchal society.

2. REVIEW

In the most general terms, feminist concerned with the marginalization of all women. That is, with being relegated to a secondary position in a male-dominated society. It contains political and social aspects, a fact that differentiates this approach from many other critical approaches. More specifically, "feminist critics generally agree that their goals are to expose patriarchal premises and resulting prejudices, to promote discovery and reevaluation of literature by women, and to examine social, cultural, and psychosexual contexts of literature and literary criticism.

Any historical consideration of such a diverse and controversial phenomenon as feminism must begin with a definition. The terms "feminist"

and "feminism" were first used in the late nineteenth century by the French suffragist Hubertine Auclert, and by 1900 these terms were in use throughout Europe and North and Latin America. As the historian Karen Offen (in Allen, 2005:3) has remarked, many historical works of the 1970s evaluated their subjects according to the authors' definitions of feminism, derived from the women's movements of the late twentieth century. True feminists, these authors insisted, aimed for "equal opportunity for the individual irrespective of sex, familial considerations, or national concerns."⁵ But most leaders of the first women's movement, from its origins in the eighteenth century until 1960, took a positive view of the family, the maternal role, and the complementary male-female couple, and worked from a concept of "equality-in-difference." Such activists have often dismissed as simply not feminists a judgment that Offen rightly rejects as unhistorical.

Fakih stated that there are many kinds of gender inequality, especially for women and it begins from the stereotype of themselves. The phenomenon of society's mindset or cultural caused there is an unbalance of power in society. Therefore, Sofia (2009:52-59) stated that one of the best ways to against the patriarchal culture gives comprehension and suggestion. Through these ways, such as giving the comprehension and also suggestion, for example, writes the poem, prose, and novel, the men will understand and have participation, giving feedback, and nothing to lose. When the women are brave in against the emotional of men and give some best suggestions, it

⁴ *Little Women* Introduction, Penguin Classics, 1989. [ISBN 0-14-039069-3](https://www.isbn-international.org/view/title/140390693)

⁵ *Ibid.*, pg. 3

will prove that woman not only as an object of marginalization, or the victim of violence by a man.

Robert (1999:168) stated that the feminist view attempts: to show that writers of traditional literature have ignored women and have also transmitted misguided and prejudiced views of them, to stimulate the creation of a critical milieu that reflects a balanced view of the nature and value of women, to recover the works of women writers of past times and to encourage the publication of present women writers so that literary canon can be expanded to recognize women as thinkers and artists.

In addition, Elaine Showalter, one of the leading feminist critics in the United States, has identified three historical phases of women's literary development the "feminine" phase, during which women writers imitated the dominant tradition; the "feminist" phase (1880-1920), during which women advocated minority rights, and protested; and the "female" phase (1920-present), during which dependency on opposition that is, on uncovering misogyny in male texts is being replaced by a rediscovery of women's texts and women. Showalter attacks traditional literary history that reduces female writers to only a few who are "accepted." She describes a woman's tradition in literature that is an "imaginative continuum of certain patterns, themes, problems, and images from generation to generation".

There are six kinds of feminist theory and includes the indicators of values⁶. The concepts are available in

conducts the literary research on all the key terms used in this text:

1. Equality

Feminist history tells us of the significant campaigns that have been undertaken to enable women to vote, to give them access to higher education and equal pay and conditions in the workplace. The fundamental basis of these campaigns has been the argument that, as human beings, women are the same as men. Women, therefore, have a right to equal treatment. The notion of equality as a universal concept, that is a set of rules, norms, and principles that are equally applicable to everyone and can be recognized and acceptable to everyone appears at first sight to be an attractive concept for feminism.

There are three elements to this standard argument for sex equality.⁷ These are women's nature; the social treatment of women; and women's performance. He also defines the meaning of equality as a concept that can only be applied to two (or more) things in some specified respect. In terms of equality, this is expressed in terms of 'an equal liberty to shape oneself by whatever differences one finds significant.

Therefore, principally because of the assumption of 'no difference' inequality laws, the issue of group rights is one that has proved to be quite controversial. Many pros and contras toward women desire to have equality right. But, it's specified by law or regulation to denote the equal or sameness based on the appropriate guidance.

2. Difference

One of the interesting features of the first difference that Evans identifies is

⁶ Hughes, Christina. 2002. *Key Concepts in Feminist Theory and Research*. London: SAGE Publication.

⁷ *Ibid.*, pg.36

that she has decided to foreground difference rather than equality as the central concept for the exploration of cultural feminism. This reinforces our understanding of the inter-relationship of meaning that is drawn from the dualistic pairing of difference equality.

The three schools of difference, these are:

- 1) Valuing woman's difference from man (the 'weak' and the 'strong' versions of cultural feminism).
- 2) Differences between groups of women (identity politics).
- 3) The difference or the difference within (post-modernism and post-structuralism).

The notion of difference affects not only women's definitions of themselves but also of the world. This implies that not only must social practices be subjected to feminist critique and reorganization, but also that the very structures of representation, meaning, and knowledge must be subjected to a thoroughgoing transformation of their patriarchal alignments. A politics of difference implies the right to define oneself, others, and the world according to one's interests.

3. Choice

The term "choice" conjures up strong ideas of human agency. The individual is free to select whatever action she or he desires or may discriminate between different available options and pick the most suitable. These ideas extend from purchasing food to selecting a lifestyle. As Plummer (in Hughes, 2002:83) comments that 'the idea that we are autonomous human beings who can choose the kind of personal life we wish to live has become a deeply entrenched one'. Indicating that how

choice is conceptualized and experienced as a lived reality is historically specific. Therefore, Strassman (in Hughes, 2002:96) comments in this respect that the hidden assumptions of the 'free choice' model are: (1) people are independent agents and unique selves, taking only their own needs and wishes into account; (2) people are able and responsible for taking care of their own needs'. She notes that economists do not deny that these assumptions are problematic but they also view them as fairly benign. She remarks that these assumptions may fit the experiences of adult, White, male, middle-class American economists but they do not fit the economic realities of many others.

4. Care

The concept of other feminists' values is care. Based on Sevenhuijsen (1998) (in Hughes: 2002:127) defines ethics of care as a focus on values such as 'attentiveness to the need for care, willingness to accept responsibility for others as well as for the results of actions, and responsiveness'. This concern to present ethics of care as a counter-discourse to an ethics of rights has led to feminists in this field taking up a more deconstructive approach to the binary oppositions that give rise to essentialist assumptions.

5. Time

The value that is put on women's and men's time within such an economic model of household divisions of labor relies on its estimated monetary value in the paid labor market. Time is feminism's latent concept. Feminist research has challenged the dominance of linear clock time through analyses that illustrate how this form of time shapes our material realities and our

understanding of selfhood and development. In particular, feminist research has compared masculine clock time with feminine process time through which daily cyclical activities are experienced. Feminist research has also illustrated the myriad of times that exist (Adam, 1995) and how time is imbricate in authenticity. Analyses of feminist politics and the body have provided creative conceptualizations of time-space relations.

6. Experience

Skeggs (in Hughes, 2012:151) notes that experience has been seen as the basis of feminism in that feminism as a social movement and as a personal politics began the moment that women began to talk to each other and make sense of their experiences as women. Indeed, de Lauretis (in Hughes, 2012:151) comments that we can credit feminism for conceptualizing 'experience about both social-material practices and to the formation and processes of subjectivity'. This is because the experience is central to feminist political, critical and textual practices through, for example, consciousness-raising, critiquing scientific discourses and methodologies and imagining new forms of social organization.

There was an abundance of commentary on the variability of their meanings. The meaning of experience defined by Weedon (in Hughes, 2002:151) is perhaps the most crucial site of political struggle over meaning since it involves personal, psychic and emotional investments on the part of the individual.

The experience also plays an important role in determining the individual's role as a social agent. Here, the researcher takes the conclusion that

experience is the crucial site of feminist. It is because the experience is a story of women itself and also their relationship with each other in social life. Through their experience before, the women could be fighting to maintain their rights such through some activity in women organization that has similar experiences in the past.

In writing this research, the researcher needs some relevant studies to concern and traces back the preceding researches about this novel that are related to the topic and could give some insight into the development of this research. Jessica Brook Greene, in her research stated that most of Alcott's stories are lurid romances featuring strong, independent heroines who defy male authority, and the sexual power struggles that the thrillers relate dramatically defy the gender norms endorsed in many of Alcott's more traditional juvenile novels.⁸ The republication of some Alcott thrillers in 1976 initiated a new wave of scholarship which explores the psychological and thematic implications of Alcott's secret romances. Many critics have read the powerful narratives of Alcott's best thrillers and then returned to read texts like *Little Women* and *Work* in light of the feminist fury so obvious in her pseudonymous work. In reflection, they find that Alcott's best-known novels demonstrate nuances of the same feminist doctrine. Muhamad Renaldy Ganesha carried a research *Women Movement and War Trauma in the Civil War in Louisa May Alcott's*

⁸ Greene, Jessica Brook. "A Woman's Legacy: An Analysis of Feminist Themes in the Work of Louisa May Alcott" (2000). *University of Tennessee Honors Thesis Projects*.

Hospital Sketches. Based on the feminist analysis, he concludes there are feelings of under pressure and marginalization of women includes in the civil war. It is explained by the main character of Alcott's novel toward the situation of civil war. Even though the women are prohibited include in the civil war, the proud facts show that women gave their contribution such as medical assistance, as a nurse and also a psychologist to the traumatic victims caused by civil war. It proved that the woman has equality as well as the men in that period. Tetty Yukesty, Women as Bread Winner in the novel Something Might Happen written by Julie Myerson. This Literary Criticism uses the research Method in this thesis is Analysis Description. A technique of the Research is library studies. How the representation of the main character in the novel as Bread Winner as seen in Something Might Happen from the perspective of feminism and gender. Nofa Rochimah's Gender Identity Disorder in Louisa May Alcott's Little Women observed different roles of man and women in society. Men and women do not follow these certain characteristics, they are often shunned and do not feel socially accepted. These roles also have forced the society to either embrace the outcome or reject it. The humanistic theory by Abraham Maslow is used to reveal the impacts of Jo's transgender on her and her family. A decision to choose to be transgender has impact on the subject itself and the family. Most transgender people have discrimination in getting job, making a relationship, and socializing with people. Even they are avoided by their family. This discrimination occurs because third gender (such as

transgender, lesbian, gay, bisexual) is still not widely legalized, and even some countries have not recognized the existence of them yet. Being Transgender is chosen by people who feel that they are not comfortable with their gender since birth. They are in the middle of the man's world and a woman's world. Someone who decides to be transgender always has reasons behind it which are different from one another. The reason is based on the experience of people. Accepting and to be accepted are the desire of transgender.

This research is qualitative in nature. Regarding the theories and related literature, authors conduct descriptive research to seek the feminism conflicts in Louisa May Alcott's Little Women. The data in this research are the entire sentence conveying feminism conflict. In collecting the data, the writer utilized the documentation method and taking notes technique. The data are then analyzed by using content analysis techniques to examine the feminist values in Little Women.

3. FEMINISM VALUES IN LOUISA MAY ALCOTT'S LITTLE WOMEN

Jo as the main character has a struggle in maintaining woman's independence and in her efforts challenging the normative patriarchal society. The researcher conducts the research uses theory from Hughes (2002) that is six concepts of Feminist Theory, 1) *equality*, 2) *Different*, 3) *Choice*, 4) *Care*, 5) *Time*, and 6) *Experience*. All of the values have indicators that prove about feminist value into paragraphs of the novel. It will describe the feminist

values in the novel through the analysis of word by word, or sentences by sentences and classify based on the concepts.

a. Equality

The concept of feminism tried to voice that there is a gap between men and women such as rules, norms, or principles. All of the elements apply to everyone. The equality value as a kind of feminist values has seen in Little Women novel. The authors delivered the value implied of the sentences or paragraphs. Especially through Jo's characters, who challenged the normative norm which woman as the stereotypes in society seen in the following excerpt:

..."Jo does use such slang words!" observed Amy, with a reproving look at the long figure stretched on the rug.

"Jo immediately sat up, put her hands in her pockets, and began to whistle.

"Don't, Jo. It's so boyish!"

"That's why I do it."

"I detest rude, unladylike girls!"

"I hate affected, niminy-piminy chits!" (LW:3)

From the excerpt above, the authors describe Jo's character that has a men's style. The reason for Jo's style is to refuse the way of thinking about women's style. Jo was refused against a woman who seems prestige and gracefully figures. It seems in the sentence "*Jo does use such slang words!*". It means that in the Victorian period the woman should have a kind of attitude, and graceful. When Jo says the slang word like a man, it could be broke the women's image in society.

Similar to the reason before, by the slang words, means that Jo wants to have the similarity between women and men. It was seen at the sentence below; "*That's why I do it*". Jo's purpose is there are no exceptions to use the words. And the word "...niminy-piminy chits!" as the evidence Jo was not like about the normal character of women in that period. She wants to be like a man, who can do the activities that they want to do base on the self.

"*I'm sure we work hard enough to earn it*" cried Jo, examining the heels of her shoes in a gentlemanly manner (LW: 2)

From the excerpt above, Jo's character is likely men style. The difference is this manner has done by Jo as a woman. Usually, the manner was done by a man. Her manner in examine the heels of her shoes as the same as a man's manner. It proves that Jo is boyish and wants to follow the man's manner.

"*I hate to think I've got to grow up, and be Miss March, and wear long gowns, and look as prim as a China Aster! It's bad enough to be a girl, anyway, when I like boy's games and work and manners! I can't get over my disappointment in not being a boy. And it's worse than ever now, for I'm dying to go and fight with Papa. And I can only stay home and knit, like a poky old woman!*"(LW: 4)

In this excerpt, Jo mutinied against the process to become a Miss March. She did not want to follows the common style of a young woman, who wears long gowns. Jo expresses her disappointment becomes a girl, who

has limited freedom to play games, works, and manners. It seems in the sentence *“it’s bad enough to be a girl...”* Jo was disappointed with the rule of women who got to grow up. Which is wearing the long gowns also should have the prestige or graceful manners.

Besides, the sentence *“look as prim as a China Aster!”* it means that Jo’s expression of the women in that period. Women like a China Aster, who was rigid to following the rules, norms, or laws of society. They were limited by doing something and should keep their attention toward social judgments. Meanwhile, also the equality value seems at the last sentence in the paragraph above. *“And it’s worse than ever now, for I’m dying to go and fight with Papa”*. Jo expects when she has a similar opportunity to go to the war with her father. Jo wishes to join with her father also another army to help and take care of the soldier in the civil war. But, she cannot accompany her father, because the law is forbidden for the women to join in fights.

“...Jo in maroon, with a stiff, gentlemanly linen collar, and a white chrysanthemum or two for her only ornaments.” (LW: 16)

Similar to the excerpt before, the equality value is the style of Jo’s character who wears the costume like a men style. But it is not all of part in her clothes, only the linen collar part of her gowns. And also use the simple ornaments. It is different from a normal woman’s style who wears the gowns completely like Jo’s sister Meg.

Besides, the different style of Jo’s gown is to have an equal in wearing the custom-like another man’s style. Also, the simple ornament is to show that Jo

has a choice base on herself. She does not follow the social practice, that a woman should wear a prestige gown style. She proves that the woman could wear the clothes whether the woman or man’s style. To support this argument let see in the description below:

“They looked very well in their simple suits, Meg’s in silvery drab, with a blue velvet snood, lace frills, and the pearl pin. Jo in maroon, with a stiff, gentlemanly linen collar, and a white chrysanthemum or two for her only ornament...” (LW: 16)

The sentences *“Meg’s in silvery drab, with a blue velvet snood, lace frills, and the pearl pin...”* it means that ideally, a woman wears the gown like Meg’s style. But, its contrast with Jo’s style who wears the simple ornaments and gentlemanly linen collar. Jo wants to challenge the social practice of the law or way of wearing clothes. When Jo shows her style with a simple and gentlemanly style, it means that Jo wants to have equality with the man style.

“Half a dozen jovial lads were talking about skates in another part of the room, and she longed to go and join them, for skating was one of the joys of her life. She telegraphed her to wish to Meg, but the eyebrows went up so alarmingly that she dared not stir...” (LW: 17)

Another equality values seem in the paragraph above. Besides the wishes to the equal style of wearing clothes, Jo also tried to voice the equality between man and woman in choose the games.

In a sentence “*she long to go and join them, for skating was one of her life...*” Jo was very like playing skating although everybody knows that this is a man’s game. Jo more interested in talks about the boy’s game like skating than dancing or gossip. But it was limited by social practice and women in culture. As her oldest sister, Meg who knows the culture and norms as a good woman indicates Jo to avoid activity like Jo wants to do.

The value seems at the sentence “*...she long to go and join them...*” it means that the effort of equality in playing the same games like the men. She refers to Jo who has wishes to join with them refers to men in the same situation that they were talks about skates. It supported by the phrase “*...to go and join them...*” although Jo’s wishes are strongly, it cannot comes true, because there are warnings from her sister not to doing that activity. Since Jo was very like to play the boy’s game and has the same opportunity to talks more about this game, but it just becomes her wish.

“*How I wish I was going to college!*
You don't look as if you liked it.”

Furthermore, Jo’s struggle to maintain her woman's rights to get equality like a Laurence as her boyfriend. Jo wishes to go to college like Laurence. But it could not come true because of the limited access for a woman and a poor family. Contrasts with Jo, her boy friend’s Laurence who lives next door as a nephew of a gentlemanly and rich family. He got free access caused by his poverty and background of his self as a man.

It seems in the sentence “*I wish I was going to college!*” it means that “I”

refers to Jo, who interest to get high education. But in fact, Jo cannot go to college for formal education. It caused by her family’s trouble income. Her father lost most of his income helping an unfortunate friend. Perhaps it influences the economy condition of Jo’s family. Jo wishes to aim to have an equal opportunity to go to a college for education. It is indicated that education is limited to all of the people at that time.

Besides, the other factors that limit the access of Jo’s education are caused by her activities at home. Jo was through everyday routines, working, keeping house, and trying to be good people. Jo March and her sisters work hard to keep their family together despite poverty, war, illness, and everyday troubles. That is why Jo March and her sister should keep their wishes to have equal opportunity in higher education. But they did not want to lose their chances to get more knowledge and education from their daily activities, also the experience with their beloved mother “Marmee”.

b. Difference

The second kind of feminist values is the difference. Although equality and difference are usually paired, the correct opposite of equality is inequality and the correct opposite of difference is sameness. However, in terms of their dominant meanings in contemporary North American debates, equality relies on difference and difference relies on equality. For example, equality aims to overcome particular differences.

Thus, `Demands for equality have rested on implicit and usually unrecognized arguments from difference: if individuals or groups

were identical or the same there would be no need to ask for equality. Equality might well be defined as deliberate indifference to specified differences'. Furthermore, the analysis of different values in Little Women will explain by the excerpts below:

"...Fifteen-year-old Jo was very tall, thin, and brown, and reminded one of a colt, for she never seemed to know what to do with her long limbs, which were very much in her way. She had a decided mouth, a comical nose, and sharp, gray eyes, which appeared to see everything, and were by turns fierce, funny, or thoughtful. Her long, thick hair was her one beauty, but it was usually bundled into a net, to be out of her way...."

"Round shoulders had Jo, big hands and feet, a flyaway look to her clothes, and the uncomfortable appearance of a girl who was rapidly shooting up into a woman and didn't like it."
(LW: 4)

All of the characters in March families were described by the author in the first chapter in Little Women. It includes Jo's appearance like the excerpt above. It clearly describes Jo who has big hands and feet. Also the uncomfortable appearance of a girl that makes Jo feels unlike about it. The sentence *"a flyaway look to her clothes..."* shows that Jo has a difference like the common style of women.

Also, Jo's apparently difference toward her parts of body seems in a sentence *"...Her long, thick hair was her one beauty, but it was usually bundled into a net, to be out of her*

way..." although Jo has long and thick hair was her one beauty, Jo did not show it. Jo chooses to bundle her hair into a net. It could be Jo to be loose of her hair aim to show her beauty like women in nature.

Meanwhile, the researchers found that the difference value of Jo's character toward her sister's appearance. Like the previous part, the author wants to show the characteristic of Jo as a girl toward her sister as the girl too. All of the girls in the march family described very pretty, have a good appearance, in a good manner as well as the women in nature. But, it contrasts with Jo, who has brown skin, with a flyaway of her clothes, also has bad enough in the manner as an ideal woman. This is supported by the paragraph below:

"Oh, Jo, you are not going to wear that awful hat? It's too absurd! You shall not make a guy of yourself," remonstrated Meg, as Jo tied down with a red ribbon the broad-brimmed, old-fashioned leghorn Laurie had sent for a joke. (LW: 82)

The apparent difference of Jo with her sisters seems on the same page of Little Women. Her oldest sister Meg is more beautiful than Jo. Elizabeth with a shy manner and have a bright-eyes like other girls of thirteen. And the last Amy who has a bright skin with blue eyes and always carrying herself like a young lady mindful of her manners. It seems at the excerpts below:

"Margaret, the eldest of the four, was sixteen, and very pretty, being plump and fair, with large eyes, plenty of soft brown hair, a

sweet mouth, and white hands, of which she was rather vain..." (LW: 4)

"Elizabeth, or Beth, as everyone called her, was a rosy, smooth-haired, bright-eyed girl of thirteen, with a shy manner, a timid voice, and a peaceful expression which was seldom disturbed. Her father called her 'Little Miss Tranquillity', and the name suited her excellently, for she seemed to live in a happy world of her own, only venturing out to meet the few whom she trusted and loved..." (LW: 4)

By the paragraphs above, it was proved that there is a difference between Jo and her sisters. And the author presented the four girls in the March family in the Victorian period with each style and characteristic. Furthermore, to supports the difference value of Jo, the researcher found that there is a sentence which contains a strong difference between Jo and third March girls as below:

"... "Poor Jo! It's too bad, but it can't be helped. So you must try to be contented with making your name boyish, and playing brother to us girls," said Beth, stroking the rough head with a hand that all the dishwashing and dusting in the world could not make ungentle in its touch..." (LW: 3)

It was present the situation in her family caused by her father work outside of the home. So, the fourth girls live with their beloved *Marmee*. There is no one man in their home. So that Jo who has a tomboy and boyish style want to be called Jo, not Josephine.

When Jo called as a gentlemanly name, for she has a psychological difference with her other sisters. It contrasts with her sister who has a feminine name.

"I hate my name, too, so sentimental! I wish everyone would say Jo instead of Josephine. (LW: 18)

The researchers took the example of a sentence bellow, which is Jo's expression in a different way of using her name also seems at the next page in the novel. If an ideal woman is vainglorious with her name and has a feminine impression, it was in contrast with Jo perception. The researcher found that there is a psychological difference in Jo. The main character with her full name *Josephine* did not want to be called as well as her beautiful name.

It is such an indication of Jo's wishes to have her name, not to be Josephine or Ms. March. The author gently wrote that Jo more interest to have a gentlemanly name than the feminine one. It means that Jo is a difference from other girls at that period, which has a beautiful appearance and called like usual woman name with a precious name or nickname.

c. Choice

Later, Jo confesses to Laurie that she should at least try, but she seems somehow certain of her failure. When she does succeed and her two stories are published in *Spread Eagles*, her secret is finally revealed. Her story, "The Rival Painters" still unknown to her sisters is read out loud and described as romantic, and somewhat pathetic, as most of the characters died

in the end. Jo only reveals to her sister that she wrote this story, after having received her sister's gratification and approval of the story. Though her stories are published under her name, she is not paid for them. To see them published is more precious to Jo:

"...And he said it was good, and I shall write more, and he's going to get the next paid for, and I am so happy, for in time I may be able to support myself and help the girls." Jo's breath gave out here, and wrapping her head in the paper, she bedewed her little story with a few natural tears, for to be independent and earn the praise of those she loved was the dearest wishes of her heart, and this seemed to be the first step toward that happy end. (LW 106)

For Jo, "that happy end" means to be independent and self-sufficient and she can achieve this with her writing. This trivial publication is indeed quite significant to achieve her goal. However, this tale is described as passionate and pathetic. Jo's stories are indeed quite sentimental, often ending in multiple deaths and seem to resemble the stories Louisa May Alcott herself wrote and published pseudonymously.

In the fourth chapter of *Good Wives*, the second part of the novel, *Literary Lessons*, the reader discovers that Jo has indeed evolved into a more mature writer, with a real passion for writing. Certainly, writing seems to have become pure bliss for Jo and may even be categorized as a ritual, adorned with some peculiar attributes, such as the cap, which was experienced by its owner as good fortune, for if she fell

into despair, she abandoned the cap, as if this little cap was to be held responsible for her failures. Yet, she found the discipline to write;

Discovering the financial aspect of literature, "*she knows just what folks like, and gets paid well for writing it*" (GW 175) Jo decides to leave her "mild romances" for what they are, and taken with great ambition, to have a go at this style. This decision, to adjust her writing to the audience's desires, can only be seen as a choice of independence. Indeed, when her story "full of desperation and despair" is published and paid for with a hundred dollar bill, Jo does not only discover that she has finally learned to do something well, she also enjoys the taste of real independence as she "*ceased to envy richer girls, taking great comfort in the knowledge that she could supply her wants and need ask no one for a penny*" (GW 176). As such we could conclude that one of her trials has finally triumphed. As first indicated, if we are to read the story of the March girls as the story of Jo, a sentimental plot can certainly be found, as Jo falls into financial destitution and is thus victimized by her class and eventually gender. Publishing her story and earning money helps her to gain financial independence and the strength not to pine away in envy of rich girls.

"Well, I was wild to do something for Father," replied Jo, as they gathered about the table, for healthy young people can eat even during trouble. "I hate to borrow as much as Mother does, and I knew Aunt March would croak, she always does, if you ask for ninepence. Meg gave all her quarterly salary toward the rent, and I only got some clothes with

mine, so I felt wicked, and was bound to have some money if I sold the nose off my face to get it."

"... It came to me all of a sudden that I had one thing to make money out of, and without stopping to think, I walked in, asked if they bought hair, and what they would give for mine."

The troubles of Jo's family were complicated when the telegram from the hospital in Washington Dc came to her house. The message told about her father which bad condition. He got sick and need more help at least the attendances of Mrs. March. But it is too hard when they thought about the price because they do not have money enough. Then by the helping of Hanna, Laurence also all of the daughters, it could be easier than the previous situation.

Here the researchers found that how great the value of Jo's decision to help her mother. Without knowing of her family, she sold her beautiful hair in a barber. She wants to give something to her father. She did not want to lend some money with the ether people, or just sold her clothes. But she tried to prove her independence to make her decision and finally, she chooses to sacrifice her vanity. Well, Jo was bravely to face her problem and also her family's problem than make it easier behind the difficultness.

As the researcher has already observed, Jo's rebellion against femininity is caused by her anxieties towards the domestication of the woman. As such, she rejects the idea of marriage whenever it rises. Indeed, when the blooming romance of her elder sister Meg and her John announce

itself, Jo will fight it, by any means possible. Her behavior towards John changes abruptly:

"...For a week or two, Jo behaved so queerly that her sisters were quite bewildered. She rushed to the door when the postman rang, was rude to Mr. Brooke whenever they met, would sit looking at Meg with a woe-begone face, occasionally jumping up to shake and then kiss her in a very mysterious manner. (LW: 105)..."

Furthermore, when questioning Meg about her feelings for the young gentleman, Jo seems to judge her sister for her loving feelings; "If he did speak, you wouldn't know what to say, but would cry or blush or let him have his way, instead of giving a good, decided no"(LW 150). Additionally, Jo strongly believes that marriage, as we have already seen, ruins a family.

As is clear from this passage, Jo has a misguided idea of romance, an idea nourished by sentimental literature which she reproduces in her own stories. Indeed, in her description, Meg is suddenly turned into a foolish, senseless and idle girl while John is turned into the typical new, selfish hero. Yet, what is most striking in her speech is how much she will lose if her sister does engage in the nuptial union, for then she will end up with the broken heart. This is true quite an unusual choice of words to express her disappointment. Later on, Jo elaborates on her feelings, claiming that she had hoped for a match between Laurie and Meg. Nevertheless, the words "broken heart" is more appropriate in a lovers' quarrel. This expression, her conviction

that a union between a man and a woman is unnatural and her boyish manners, has led many critics to believe that Jo might be a lesbian.

Jo's realization is immediately followed by a new revelation. On finding Pr Baer's letter "her lips began to tremble, the books slid out of her lap, and she sat looking at the friendly words, as if they took a new meaning, and touched a tender spot in her heart. "Wait for me, friend. I may be a little late, but I shall surely come" (GW 281). After reading this note, Jo seems to fall apart, crying her heart out, wishing that this promise would be fulfilled. The narrator had already foreshadowed this turn of event, in chapter 11, as their German lessons are described as "laying a foundation for the sensation story of her own life" (GW 230). However, now that the sensation story of her life is about to begin, the narrator will leave us in suspense, suddenly questioning her sorrow and pain.

d. Care

As the researcher had ever explained the concept of care in the second chapter, now the analysis toward the care value of Little Women will be described in the next paragraphs.

"Ach, Mein Gott! It is good angels come to us!" said the poor woman, crying for joy.

"Funny angels in hoods and mittens," said Jo, and set them to laughing.

In a few minutes, it did seem as if kind spirits had been at work there. Hannah, who had carried wood, made a fire and stopped up the broken panes with old hats and her cloak. Mrs. March gave

the mother tea and gruel, and comforted her with promises of help, while she dressed the baby as tenderly as if it had been her own. The girl's meantime spread the table, set the children round the fire, and fed them like so many hungry birds, laughing, talking, and trying to understand the funny broken English. (LW: 11)

The researcher found that Jo's character that also has scarifies to help the people who need care. It seems in the paragraphs above, which is her lovely Mother also Jo's entire March sister. As the researcher said in the second chapter before, Sevenhuijsen (1998) (in Hughes: 2002:127) defines ethics of care as a focus on values such as 'attentiveness to the need for care, willingness to accept responsibility for others as well as for the results of actions, and responsiveness'. So that the values of giving care from Jo's family to a poor family, and it continued with giving food for them.

e. Time

Time is feminism's latent concept. Feminist research has challenged the dominance of linear clock time through analyses that illustrate how this form of time shapes our material realities and our understanding of selfhood and development. Here the researcher found that Jo's character is displacement the head of the family to help their income. It through Jo's activity sold her hair and then give her money to her mother. It seems at the paragraph below:

"... I will confess, though, I felt queer when I saw the dear old

hair laid out on the table, and felt only the short rough ends of my head. It almost seemed as if I'd an arm or leg off. The woman saw me look at it and picked out a long lock for me to keep. I'll give it to you, Marmee, just to remember past glories by, for a crop is so comfortable I don't think I shall ever have a mane again."

Since Jo as the daughter of the March family, but she gave her responsibility in supporting their economy income. The author in Little Women's novel tried to describe the strengths of Jo as a strong woman whether her mother also keeps her fights to face their problems. But the author makes it clear enough for Jo got money to help their economic problem. Since the big responsibility of a family was ideally is a father's responsibility.

Furthermore, Jo's displacement of the head family's responsibility to save their economy income, also prove that the woman could be the breadwinner in a family at home. It marked by the strong characters in this novel made by strong women, March's family consists of Marmee, Jo, Meg, Beth, and Amy. Uts clearly shows that even though their father does not home, but they still survived trough their lives.

f. Experience

The experience is a story of women itself and also their relationship with each other in social life. Through their experience before, the women could be fighting to maintain their rights such through some activity in women organization that has similar experiences in the past. Let see at the excerpt below:

"We'll work like bees, and love it too, see if we don't," said Jo. "I'll learn plain cooking for my holiday task, and the next dinner party I have shall be a success."(LW: 78)

From the narration above, the researcher found that that experience value seems at the words" I'll plain cooking for my holiday task, and the next dinner party I have shall be a success" it means that, in a previous time Jo made a failure in cooking activity. So that through her experience before she wants to prove that she can do it well.

Experience as the kind of feminist value is a crucial part, it is because through her experience so that the women can face their future. When the women met a failure or troubles in their lives, it could be helped by many experiences in the past. Besides, that Jo's failure in her activity before increased her knowledge and make her strongly believe in her heart that She can do it better than before. Also, she believes that she will success un the next time.

Although Jo was strong enough to keep her spirit become a success, it also needs her mother's attention. Her mother gave motivation and also satisfaction toward Jo's effort become better than before. It was a symbol of the relationship between Jo March and her beloved mother to increase her experience and support her challenge. It seems in the paragraph below:

*My Dear:
I write a little word to tell you with how much satisfaction I watch your efforts to control your temper. You say nothing about*

your trials, failures, or successes, and think, perhaps, that no one sees them but the Friend whose help you daily ask, if I may trust the well-worn cover of your guidebook. I, too, have seen them all, and heartily believe in the sincerity of your resolution, since it begins to bear fruit. Go on, dear, patiently and bravely, and always believe that no one sympathizes more tenderly with you than your loving...Mother; (LW: 80)

Since Jo's character has emotionally, it was changed when she tried to be calm than before. As the author said in a paragraph above, Jo's effort in controlling her emotionally was a success and got her mother's satisfaction. Her mother believes that Jo could be more patiently, bravely, also believe with her beloved family.

Besides, through Jo's experience in the past, it was helping her relationship with everyone become a good attitude and controlling her emotions. It avoided her troubles toward the environment of her daily life. Jo successfully challenged her worse attitude in the usual activity. Not only her mother who loves her. But also all of the people near her, and Laurence as her best friend who was satisfied with Jo's movement.

4. CONCLUSION

Little Women is one of Alcott's most popular books. Little Women is considered as the best work that has discussed above. In this novel, Alcott makes the characters of Little Women that has a problem with their poverty, the stereotypes of women, also the

marginalization of their rights. Alcott was strongly talking about the feminist story behind the characters in a novel, and it seemed in her main characters in a novel that is "Jo".

After conducting this research, the researcher finds some important points in the feminist analysis of Little Women. The first one is about equality value. Little Women novel dominantly tells about the equality values. Here the figure of Jo is needed to have similar equality between women and men.

The second one is about the difference value. The difference value seems at some part and chapter in this novel. Through the figure of Jo, Alcott wishes to present the difference value in that period such the psychological difference, the way of thinking, also apparently difference. The third is the Choice value. It was some important value, that maintains the women's rights to have their independently choice based on herself. The fourth is about care. But in this novel, Alcott was not too many talks about it. And the last is time and experience value.

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