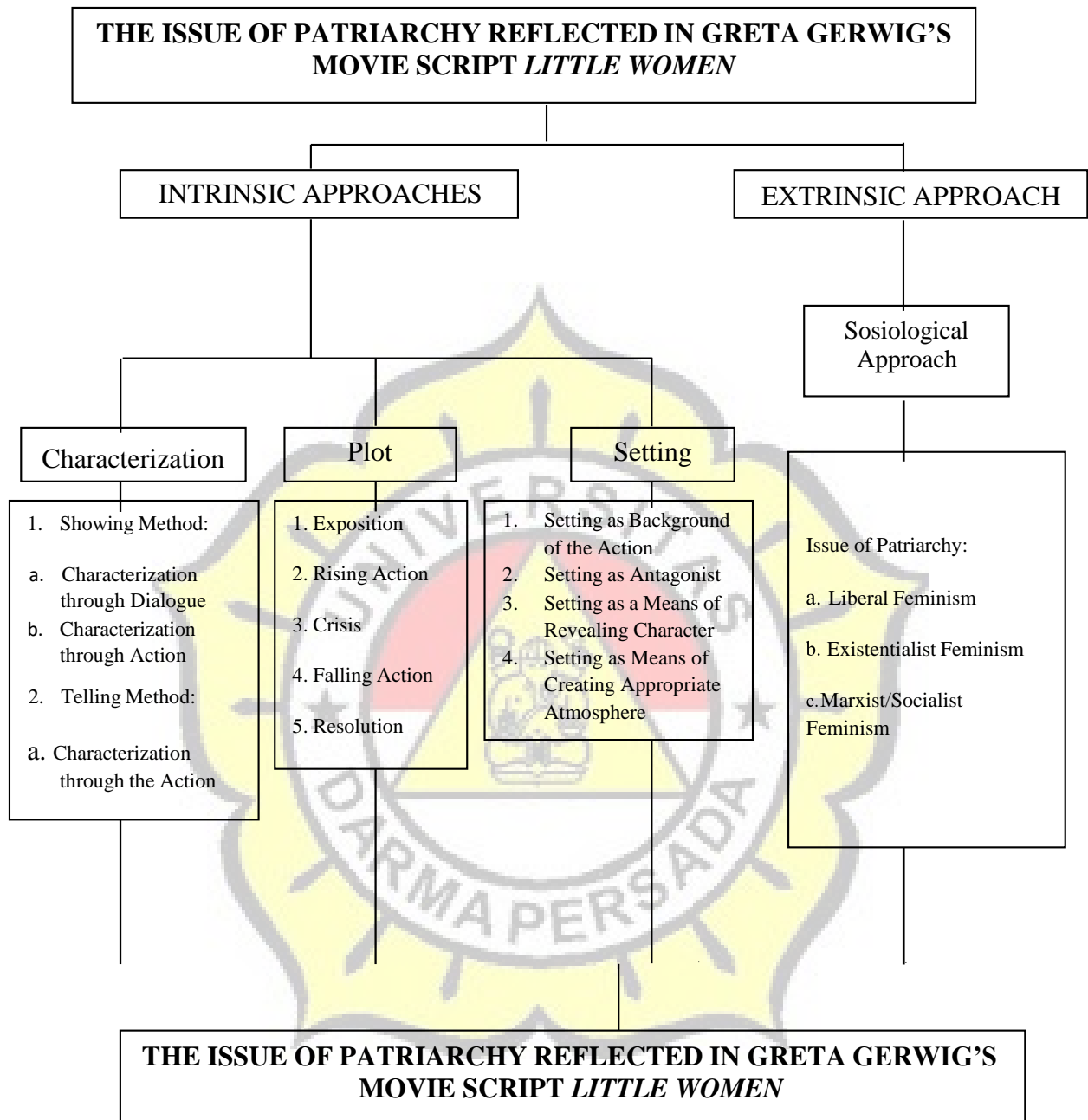


SCHEME OF THE RESEARCH



POSTER OF THE RESEARCH



The Issue of Patriarchy Reflected in Greta Gerwig's Movie Script *Little Women*

MEDINA PUTRI RAHMANI

2017130106

STRATA ONE (S1)

ENGLISH LANGUAGE AND CULTURE

DARMA PERSADA UNIVERSITY

FRAMEWORK OF THEORIES

I use the intrinsic theories to analyze the novel that are: Characterization, Plot and Setting.

The extrinsic approach that I use to analyze the theme are: Patriarchy, Feminism; Liberal, Existentialist, Marxist theories.

METHOD OF THE RESEARCH

I analyze the movie script through intrinsic and extrinsic approaches. Through the intrinsic approaches I use these concepts: characterization, plot and setting. In the extrinsic approach, I use patriarchy I use patriarchy; liberal feminism, existentialist feminism and marxist feminism concepts. This research is qualitative research which is a library research type.

BACKGROUND OF THE RESEARCH

Every human being has their own dreams. Despite of the fact that we are women or men, we have access to be happy. Gender inequality relates to the extent to which women and men are unequal in their access to the scarce and valued resources of their society. Unfortunately, inequality of gender afflicts every woman in Greta Gerwig's movie adaptation of the novel by Louisa May Alcott, *Little Women*. This movie tells the story of Jo, Meg, Beth, and Amy March who live with their mother in New England. Their father is away serving as a chaplain in the Civil War, and the sisters struggle to support themselves and keep their household running despite the fact that the family recently lost its fortune.

CONCLUSION OF THE RESEARCH

I conclude that the movie script has the theme that I have assumed before. The issue of patriarchy reflected with feminism movements given by some characters; Jo, Amy, Meg, and Laurie. The extrinsic analysis shows that there are liberal feminism, existentialist feminism, and Marxist feminism indications which emphasize that the patriarchal system of society exists in the movie script.

CURRICULUM VITAE

Personal Data

Name : Medina Putri Rahmani
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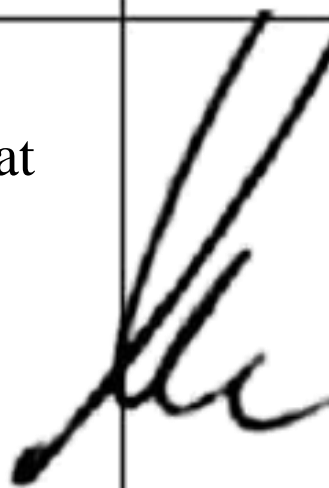






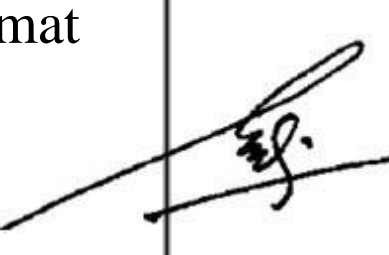
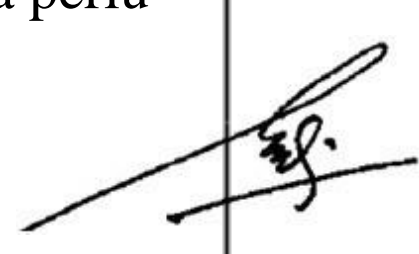
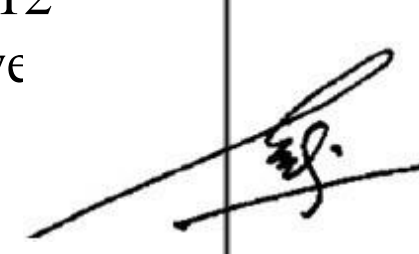
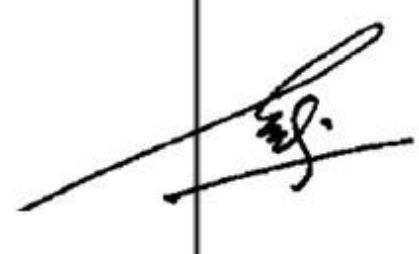
Formal Education

2004 – 2010 SD NEGERI SERUA 5
2010 – 2013 SMP NEGERI 13 JAKARTA
2013 – 2016 SMA NEGERI 9 TANGERANG SELATAN
2017 – 2021 S-1 UNIVERSITAS DARMA PERSADA

**LAPORAN KEMAJUAN PENULISAN
SKRIPSI**

Nama Mahasiswa : Medina Putri Rahmani
 Dosen Pembimbing I : Prof. Dr. Hj. Albertine Minderop, MA
 Dosen Pembimbing I II : Drs. Rusydi M. Yusuf, M.Si
 Judul Skripsi : The Issue of Patriarchy Reflected in Greta
 Gerwig's Movie Script *Little Women*
 Mulai Bimbingan : Oktober 2020
 Tahun Akademik : 2017

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Kamis, 15 Oktober 2020	Prof. Dr. Hj. Albertine Minderop, MA: - Rapikan bab 1 pendahuluan sesuai dengan paper seminar - Lanjut bab berikutnya (bab 2)	
2.	Jumat, 11 Desember 2020	Prof. Dr. Hj. Albertine Minderop, MA: Bimbingan via zoom meeting membahas format bab 3 & 4.	
3.	Sabtu, 19 Desember 2020	Prof. Dr. Hj. Albertine Minderop, MA: - Perbanyak daftar pustaka - Lanjut ke bab berikutnya (bab 3)	

4.	Senin, 18 Januari 2021	Prof. Dr. Hj. Albertine Minderop, MA: <ul style="list-style-type: none"> - Jumlah halaman kurang - Belum ada skema dan beberapa lembaran kelengkapan 
5.	Kamis, 21 Januari 2021	Prof. Dr. Hj. Albertine Minderop, MA: <ul style="list-style-type: none"> - Bab 4 terlihat terburu-buru - Kutipan terlalu panjang - Segera bereskan dengan pembimbing II 
6.	Sabtu, 17 Oktober 2020	Drs. Rusydi M. Yusuf, M.Si: Bimbingan via zoom meeting membahas format skripsi dan penggunaan APA style pada da pustaka  
7.	Senin, 17 Desember 2020	Drs. Rusydi M. Yusuf, M.Si: <ul style="list-style-type: none"> - Jarak antar paragraf dan daftar pustaka perlu diperbaiki 
8.	Kamis, 21 Januari 2021	Drs. Rusydi M. Yusuf, M.Si: <ul style="list-style-type: none"> - Font masih tercampur, gunakan TNR 12 - Sumber harus jelas, tidak boleh dari we - Kutipan terlalu panjang 
9.	Kamis, 21 Januari 2021	Drs. Rusydi M. Yusuf, M.Si: Penyerahan berkas verifikasi untuk sidang skripsi <ul style="list-style-type: none"> - Masih ada yang perlu diperbaiki 

10.			
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Jakarta, 22 Januari 2021

Menyetujui :

Pembimbing I



(Prof. Dr. H. Albertine S. Minderop, MA)

Pembimbing II



(Rusydi M. Yusuf, M.Si)

Mengetahui :

Pembimbing Akademik


(Dra. Kurnia Idawati, M.Si)

**Ketua Program Studi
Bahasa dan Kebudayaan Inggris**


(Dr. Yoga Pratama, M.Pd)

<p>Medina Putri Rahmani</p> <p>Name</p>		<p>LISTENING</p> <p>Your score 420</p> <p>5 495</p>	<p>TOTAL SCORE</p> <p>825</p>
<p>2017130106</p> <p>Identification Number</p>	<p>1998/05/07</p> <p>Date of Birth (yyyy/mm/dd)</p>		
<p>2021/01/23</p> <p>Test Date (yyyy/mm/dd)</p>	<p>2023/01/23</p> <p>Valid Until (yyyy/mm/dd)</p>	<p>READING</p> <p>Your score 405</p> <p>5 495</p>	
<p>Client/Institution Name: Putra Pratama Raya, PT</p>			

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

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Detach Here

LISTENING

Your scaled score is between 400 and 495. Test takers who score around 400 typically have the following strengths:

- They can infer the central idea, purpose, and basic context of short spoken exchanges across a broad range of vocabulary, even when conversational responses are indirect or not easy to predict.
- They can infer the central idea, purpose, and basic context of extended spoken texts across a broad range of vocabulary. They can do this even when the information is not supported by repetition or paraphrase and when it is necessary to connect information across the text.
- They can understand details in short spoken exchanges, even when negative constructions are present, when the language is syntactically complex, or when difficult vocabulary is used.
- They can understand details in extended spoken texts, even when it is necessary to connect information across the text and when this information is not supported by repetition. They can understand details when the information is paraphrased or when negative constructions are present.

To see weaknesses typical of test takers who score around 400, see the *Proficiency Description Table.

ABILITIES MEASURED	<p>PERCENT CORRECT OF ABILITIES MEASURED</p> <p>Your Percentage</p> <p>0% 100%</p>
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READING

Your scaled score is between 350 and 450. Test takers who score around 350 typically have the following strengths:

- They can infer the central idea and purpose of a written text, and they can make inferences about details.
- They can read for meaning. They can understand factual information, even when it is paraphrased.
- They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.
- They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.
- They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.

To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table. If your performance is closer to 450, you should review the descriptors for test takers who score around 450.

ABILITIES MEASURED	<p>PERCENT CORRECT OF ABILITIES MEASURED</p> <p>Your Percentage</p> <p>0% 100%</p>
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Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	91	0% 100%
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	91	0% 100%
Can understand details in short spoken texts	75	0% 100%
Can understand details in extended spoken texts	72	0% 100%

Can make inferences based on information in written texts	93	0% 100%
Can locate and understand specific information in written texts	88	0% 100%
Can connect information across multiple sentences in a single written text and across texts	83	0% 100%
Can understand vocabulary in written texts	77	0% 100%
Can understand grammar in written texts	87	0% 100%

* Proficiency Description Table can be found on our web site, www.ets.org/toEIC

HOW TO READ YOUR SCORE REPORT:

Percent Correct of Abilities Measured:
Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.