

# KEUNGGULAN KARAKTER PEREMPUAN DAN NILAI-NILAI MORAL DALAM DRAMA WILLIAM SHAKESPEARE TERKENA "KING LEAR"

Natalia Radamuri

English Department Faculty of Teacher Training and Education University of Mataram

JL. Majapahit No. 62 Mataram.

Email : [Nataliaradamuri28@gmail.com](mailto:Nataliaradamuri28@gmail.com)

**ABSTRAK:** Dalam karya sastra, pesan yang disampaikan begitu beragam. Ada begitu banyak ide yang dapat disampaikan oleh karya sastra. Sehubungan dengan itu, drama sebagai semacam karya sastra mengandung naskah yang membawa banyak masalah dan pesan dalam semua aspek kehidupan kita. Kemudian, drama dengan skripnya memiliki pengaruh kuat dalam membuat persepsi masyarakat; itu bisa digunakan untuk menyampaikan ide atau pemikiran. King Lear adalah contoh drama yang menghasilkan begitu banyak pesan dan nilai moral tentang ekspresi karakter wanita. Ini menggambarkan kondisi nyata masyarakat bahwa era mengandung ekspresi karakter perempuan, dan reaksi laki-laki melalui itu memberikan pesan tentang nilai-nilai moral yang dapat dipelajari oleh pembaca. Bagaimana posisi perempuan dalam konteks sosial yang digambarkan dalam skrip ini yang mengangkat fenomena dalam masyarakat yang dicerminkan oleh kisah ini. Tujuan dari penelitian ini adalah untuk mengidentifikasi ekspresi karakter wanita, untuk menggambarkan reaksi pria atas ekspresi wanita, dan untuk menggambarkan nilai-nilai moral drama King Lear yang ditulis oleh William Shakespeare. Dalam penelitian ini, penulis menggunakan metode kualitatif dan deskriptif. Data diambil dari skrip "King Lear" (data primer) dan dari perpustakaan dan penelusuran internet (data sekunder). "King Lear" mengandung ekspresi ekspresif perempuan dan reaksi orang-orang yang melaluinya yang menghasilkan nilai-nilai moral. Ini secara khusus menjelaskan tentang kondisi perempuan dalam sosial yang bertahan dengan adanya kekuatan, kekayaan, loyal dan keindahan.

Kata kunci: *Feminisme, wanita, kekuatan, Ekspresi.*

## THE EXPRESSIVENESS OF FEMALE CHARACTERS AND MORAL VALUES IN WILLIAM SHAKESPEARE'S DRAMA ENTITLED "KING LEAR"

**ABSTRACT:** In literary work, message that is conveyed so various. There are so many ideas that can be delivered by a literary work. In relation with that, drama as a kind of literary work contains script that bring many issues and messages in all aspects of our life. Then, drama with its scripts has strong influence in making society's perception; it can be used to deliver an idea or thought. King Lear is the example of the drama that derived so many messages and moral values about the expressiveness of female characters. It describes the real conditions of society that era contains of expressiveness of female characters, and male's reaction through it gives the messages about moral values that reader can be learned. How the women position in social context described in this script which is raising the phenomena in society reflected by this story. The objectives of this research are to identify the expressiveness of female characters, to describe

the reactions of male over the female expressions, and to describe the moral values of *King Lear* drama written by William Shakespeare. In this research, the writer use qualitative and descriptive method. The data is taken from the scripts “King Lear” (primary data) and from library and internet browsing (secondary data). “King Lear” contains of female characters expressiveness and the reactions of men through it that derives some moral values. This specially explains about the condition of women in social that survive with the existence of power, wealth, loyal and beauty.

Key words : *Feminism, women, power, Expressiveness.*

**Background of Study:** Literature, etymologicaly, is derived from Latin word “Litteratura” which has the root word “Littera” (Letter) which is the smallest element of alphabetical writing (Klarer, 2004). He further describes that literature is written expression by adding the “aesthetic” and “artistic” elements. However, not all the written works can be categorized as literature, for example written document of everyday use such as telephone books, newspaper, legal documents and scholarly writings are not belong to literary works. Based on Ade & Noye (2008), in different perspectives, the literature is permanent expressions in words written or spoken, specially arranged in pleasing accepted pattern or form. In additional, literature expresses thoughts, feelings, ideas, or other special aspects of human experiences.

One of the major types of the literature is drama. It is derived from Greek meaning “action” (Carroll, 2003). As a literary form, it cannot be separated from the stage performance because the characters act their roles and actions on the stage performance of a play or theater. Moreover, it is presented in the form of dialogue that brings realistic life performance to the audience.

In a drama, there is a dominant character called main character. The main character in a drama is usually dominated by a powerful man, such as a hero but there are a bit tells about the woman. According to (Corbet, 2009, p. 22), Shakespeare has 3 plays which are *Mitch Ado About Nothing, Othello, and Hamlet* which shows the Elizabethan theory about the woman’s roles. The theory explains that a woman’s roles are to just prepare themselves to be married and dependent upon a man throughout their lives. In the three Shakespeare’s plays tells how in the Elizabethan theory the woman has been raised to believe they were inferior to men. Moreover, a woman character usually has a limited chance to act their roles and extremely miserable. According to (Das, 2012, pp. 37-56) woman has a very inferior position and always oppressed in a drama. However, besides the domination of male character, in a drama, woman also plays such a supporter role. Unrealizable, the position of a woman always becomes crucial because a feminism of woman also supports the character in the real life.

According to Corbet (2009: 22), there are so many females will not take a risk being disobedient or speak to much what in their mind, and there are some women refused to be the victims of the male ego that cause people are uncommon to see the women to express their opinion. These universal culture shows that the men have power over than women and in many places around the world men still dominate.

One of the real existences of the expression of female characters in the story is *Cleopatra* which is one of Shakespeare’s tragedies displaying the best female character. *Cleopatra* was the woman who expressive herself with beauty and power she had. Her name was derived from the Greek (Kleopatra) which means she was from glorious father. She had a relationship with the powerful man named Julius Caesar and Mark Antony then was the queen of Egypt.

Another example of the expressiveness of female characters in the drama is quite often played such as in the story of *The Devil Wears Prada*. The female character is more powerful in the story. The story represents two models of female expressions, where Miranda with her ability and shrewdness attempted to get succeed and Andrea appeared to be afraid about the power that she had because she wants everyone to like her (Julia A. Spiker, 2013, p. 4). Each of the stories has some differences between the characters in how they express their power but they have the same tragedy which the characters represent woman as the important part of the story.

This study would like to analyze a female expressiveness through story in *King Lear* drama. It tells a story about a kingdom in Britain who was leaded by King Lear with his three daughters named Goneril, Regan and Cordelia .The expressiveness of a female character rise when the king announced that he will divide the wealth and power to his daughters who can express their love to their father. He calls them to speak how much their love to their father and measure how much “dower” they can deserve. Goneril and Regan have expressed their word well and they win their father’s heart as to get the wealth equally, but it is different to Cordelia. She speaks “nothing” and believes that the existences of her love are greater than her words.

This drama classified as a chronicle play which is the drama draws English history from the sixteen-century chronicles. Shakespeare uses elements of Senecan tragedy (sometimes called classical tragedy) and morality plays. Senecan tragedy means the play is intended to be read rather than to be performed. He displays the morality of the play through the existence of good and evil characters. Edmund, Regan, and Goneril embody avarice, envy, anger, lust, and pride; while Edgar and Cordelia embody faithfulness and unconditional love.

*The Expressiveness of Female Characters and Moral Values in King Lear Drama* is being the main focus of this research. It is because, in fact, woman sometimes has limited right and chance, and also inferior so in this story will analysis about expressiveness of female characters. The researcher is interested in analyzing the female’s expressiveness and the moral values rise on this play. The writer will find that the moral values of the drama appear when the dominances among the female characters -Cordelia, Regan and Goneril- shows the same position and equivalence as the man do for defend human rights, wealth and properties by their expressions through story. In conclusion, the story written by William Shakespeare focuses on the human nature in English as well as in world literature. He put a deep human wisdom in the drama. His wisdom does not induce man and woman to play fair or foul to achieve the desired ends, yet it is expected to be rewarded in the end. Shakespeare does not impose his moral ideas on the readers as other writers did. He advocates such a prudence and practical wisdom as value based. In his treatment of this tragedy, Shakespeare’s supreme concern is establishment of a moral order.

**Statement of Problems:** This study proposes some research question, as follows:

1. How do the expressiveness of female characters in *King Lear* drama written by William Shakespeare?
2. How do the the male’s reactions to female’s expressions and the moral values that can be learned from the *King Lear* drama written by William Shakespeare?
3. What does the moral values can be learned from the King Lear drama written by William Shakespeare?

**Purposes of Study:** In relation to the problems statements above, the purposes will be as follows:

1. To identify the expressiveness of female characters in *King Lear* drama written by William Shakespeare.
2. To describe the reactions of the male over female expressions in *King Lear* drama by William Shakespeare.
3. To describes the moral values of King Lear drama written by William Shakespeare

**Scope of Study:** In order to avoid misunderstanding and misinterpretation of the discussion, this study only identifies, describes, and comprehends the expressiveness of female characters in the story of *King Lear* by William Shakespeare. The analysis of the characters specifically focuses on some descriptions of events in the drama and interactions between the female characters in order to find the significances and the moral values of those female characters.

**Significance of Study:** There are two significances of this study that readers can obtain, theoretical significance and practical significance. In the theoretical, this thesis can give the readers knowledge about the theories that have been applied in this research. For example the theory about the definition of the story or drama, and also about the main characters which is shows about female characters with their expressions in the story. This research also can be used as the reference to learn about the story or drama. In terms of practical significance means this kind of study can share inspirational story about the female character can survive with using feminism and masculine task and role to get succeed, and also can be the “devil” at the same time. Although this only focuses at the female characters whose are struggle in life, this can be the example to make a same research or study in related to story or drama.

To avoid misinterpretation, there are the definitions of some drama terms which are often used in this study, based on the writer’s aim:

**Character:** According to Abrams (1999:32-33) characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the person say and their distinctive ways of saying it – the dialogue—and from what they do – the action.

**Expresive:** According on Baker (1992:13) Expressive meaning cannot be judged as true or false. This is because expressive meaning relates to the speaker’s feeling or attitude rather than to what words and utterances refers to.(Cited in Frans I Made Brata, 2010).

**Feminism:** According to Freedman (2001:1) is any attempt to provide a baseline definition of a common basis of all feminisms may start with the assertion that feminisms concern themselves with women’s inferior position in society and with discrimination encountered by women because of their sex. Feminism is the act in supporting the right and equality of woman. Feminism is the way woman do and act to achieve the social, politic, personal with the intention that the woman's equality with men.

**Drama:** According to Reaske (1966:5) drama is “work of literature or a composition which delineates life and human activity by means of presenting various actions and dialogue between group characters”. Drama is intended of the life character that tells about the story using the life gestures and moves with the emotions through dialogue and shows in the theatrical performance.

**Moral Value:** According to Kaur (2015:21) The concept of morality has been variously defined by philosophers and psychologist but in common terms it can be interpreted to mean a person’s or society’s view of what is perceived to be the highest good. Such a view is based on a set of principles, ideas and norms that are used to distinguish between right and wrong. Though the notion what is good and what constitutes happiness has a definite cultural bias, morality generally refers to attitudes and predispositions that foster respect, responsibility, integrity and honesty. Moral Values are the things held to be right or wrong or desirable or undesirable.

**Related Study:** In this review of related study, the writer takes two previous research as the relevant study. The first research was conducted by Vivi Angreani (2014) in her thesis entitled *Women’s Superiority in Japanese Drama “Seigi No Mikata” is The Reflection of the Changing From IE System to Kaku Kazoku in Japanese Families*, analyzed the superiority of the woman before the World war II, woman are confined to family life and her job only for family duty or housework whereas aftermath the World war II Japanese woman are able to get higher education and be able to work outside. The Japanese woman’s life both between before World war II and after World war II is influenced by the shape and value of the family where she live as a family is a place of character and psychological formation of individuals who are affected by the shape and value of the family.

The second is the recent work conducted by Vera Woloshyn, Nancy Taber, and Laura Lane From Brock University, Ontario in 2013 in discussing about the Trilogy of the Hunger Games, a study about Discourses of Masculinity and Fertility in *The Hunger Games: “Scared”, “Bloody”, and “Stunning”*. They try to find how characters in the *Hunger Games* are portrayed relative to three daughters’ expressiveness to King Lear in the drama that emphasized femininity. They discussed about the ways in which the characters are represented the expressiveness with respects to societal gendered discourses, heteronormativity, and the use of violence. They argue that the ways in which the aspects are portrayed related with the main characters’ performance of discourses of hegemonic (Gale), Maginalized masculinity (Peeta), and a complex amalgamation of the two that also draws somewhat on emphasized femininity (Katniss). Finally, they conclude that Trilogy could be read as taking a feminist stance with a strong female Protagonist, it nonetheless also constrains Katniss in Heteronormative ways.

**Drama as Literary Work:** According to (Padmavat, 2015, pp. 1-3), a drama is the one that is different from poetry and narrative that performance script is on the stage, and people transform the drama script on the theatre. Aristotle (384-222 BC) was a Greek Philosopher whose writings still influences lover of literature, he was the first to write essential elements of drama more than 2000 years ago. While ideas have changes slightly over the years, we still discuss Aristotle’s list when talking about what makes the best drama.

A drama is created by moving and gesturing the scenes. The Different perfectives between the one who reads and watches the drama on the stage are the first who reads the drama script has the first-hand written information, and description how the character looks like, how they act and react, how the setting or background of the scenes different with who watches the performance on the stage has less detail about the illustration, because the drama represented by

the performance of actress/actor costumed by designer , makeup artist and other staff has already interpreted by director that make the play to life (Lethbridge & Mildorf, 2004, p. 90).

The process of the reader understands the drama script by using their imaginary about the character, setting, and background where the scene taking place is very difficult but that things make the story different from the other reader. Although who watches drama performance on the stage make the illustration by multimedia elements such as the sound or lighting.

**The Definition of Characters:** Drama presents directly about scenes based on the people's actions and interactions, characters are more important and play dominant role in all genre of all kind of story exactly in drama. Based on An Introductory Course for the Students of Literary Studies in English written by (Lethbridge & Mildorf, 2004, p. 90) about characters in plays are divided into 2 kinds which are major characters and minor characters, which are the kinds of character can be determined depend on how important they are for the plot of the story. Major and minor character also can be determined by speech and time of characters presence on the stage.

The example of the famous tragedy happened on the Shakespeare's *King Lear*, King and his three daughters as the major character which represents a lot of their time and speech present on the script, and how they are so important to create the interaction of the story. If they are not vitally important and appear only for a short period of time for the example; Knights of Lear's train, Captains, Messengers, Soldiers, and Attendants as the kinds of minor character.

Characters are divided into two types on the basis how the characters developed their real characters, which are flat character and round character. A flat character are fully developed while a static at the end of the story, and mostly see only one aspect of their personalities because the author does not need reveal more for the purpose ad also does not change and then we called that a flat character is a static character. And round character is more different with the flat characters; they change, grow and possess a credible personality (Famela, 2001).

Act of the main characters is not only for entertainment, but also brings some educational and moral values in each performance. It means that during the performance there are moral values in every act of the drama. There are two main characters which are called as the protagonist and antagonist. Protagonist is a person in a play or story who is portrayed as a good character who always shows the lesson of life. While, antagonist is the person who often make some troubles and also becomes rude in lost the whole story.

**The Expressivity:** According to Hess, Senecal et, all (2000:610), there are three studies were conducted to assess prevalent stereotypes regarding men's and women's emotional expressivity as well as self-perceptions of their emotional behavior. Emotion profiles were employed to asses both modal emotional reactions and secondary reactions to hypothetical emotional events. In study 2 asked about how participants themselves expected to react to these same situations and in study 3 asked about participant to report a personal emotional event in narrative form. Two gender differences emerged across all three studies. Specifically, women were expected to be more likely to react with sadness to negative emotion-eliciting events in general. They also expected themselves to be more likely to react with sadness as well as to cry and to withdraw more when experiencing negative emotional events. Finally, women report more sadness when describing personal events. In contrast, men were expected to react with more happiness/serenity during *negative* emotional situations. Also, they expect themselves to react more frequently this way as well as to laugh and smile more and to be more relaxed in negative situations. Finally,

men tend to report more happiness when describing negative personal events. In sum, the present study gives a more detailed portrayal of how men and women are expected and expect themselves to react to specific emotional situations and presents some evidence that these expectations may influence the way they reconstruct emotional events from their past.

In western cultures women are believed to be more emotionally expressive in general than men. Specifically, they are expected to smile more as well as to show more sadness, fear, and guilt. In contrast, men are believed to show more overt emotional displays only in terms of physically aggressive anger (Brody and Hall, 1993; Fischer, 1993).

**The Concept of Moral:** Moral is the word which is come from *latin* language “*mos mores*” which has the meaning habit or custom. Moral is the values or norm for someone or member of individual in one society and become an example guidance in behavior managing meanwhile morality is the characteristic of moral itself which has correlation with bad or good behavior (Dewi,2013:12). Each society has value to arrange their life to contain some principles, ideals or standards. Moral values are the standard that help us to determine what kinds of action are suitable and useful and which are not.

Based on (Bertens, 2000:143-147) cited in (Milatul Afdila 2015:11-12), there are four characteristic of moral value, there are as following :

1. Moral value is related to responsibility

Moral value is related with human personality, but beside moral value we also automatically can say other values. Moral values make people wrong or not, because he/she has responsibility. Especially moral value is related with human personality of responsibility. Moral value just can be real in action wholly if it became responsibility of the involved person.

2. Moral value is related with the pure heart

All values need to make it real. Because it has persuasive power, it should be practice. For example, aesthetic value, it should be practiced, play music composition or others. After that result of it, painting want to be showed, music want to be listened. To make moral value to be real, it can be appealed from pure heart. One of special characteristic of moral value is the value will effect voice of pure heart to accuse us if oppose moral value and praise us if make moral value.

3. Obligation

Moral value obligates us absolutely and it can't be compromised. Other values need to be real and admitted, for example, aesthetic value. Educative and cultural person will admit and enjoying aesthetic value. But indifferent people can't we blame. Moral value obligates us as such, without requirement. For example, honestly orders us to return thing that borrowed, like or not, because moral value contains an imperative category. In other value for example, if badminton player want to be champion, he/she must try hard. It's must to be champion, but there is a limitation.

4. Formality

Moral value is not stands alone without other value. Although moral value is top value that we must appreciate, but is not in top without other value. Moral value did not separate with other values. For example, a seller applies moral values all at one with apply economic values.

**Feminism:** If people talk about woman representation in *King Lear* drama, they have to connect the story with feminism and feminist. The meaning of those feminism and feminists make people still confused apply the word across national boundaries, cultures, and centuries. This kind of word will always raise in our life societies, and also has different answer and perspective if we ask someone about the meaning of both. In this sub chapter the writer would like to describe about the research that discuss about woman representation which is refers to feminism. One of them is a research by Januar Rizki Pratama Rusman (2014) entitled Symbolism and Woman Representation as seen in “Fake Plastic Trees” and “Lotus Flower”, Songs by Radiohead. Although have same field that is about the woman representation, but the basic is different in this research is about the woman representation in a song. Woman representation in this research talks about the feminism original emerge from French called *feminism* in the late 19<sup>th</sup> century. The definition from dictionary about feminism is a theory and/ or movement concerned with advancing the position of women through such means as achievement of political, legal, or economic right equal to those granted men.

In the early 1970, American Historian began to analyze the history of European woman and their movement, most people in that time believe that Feminism a bit more simply. According English-language definition and also in American dictionaries, Feminist defined as a person who espoused feminism, Feminists have also worked to protect woman and girls from rape, sexual harassment and domestic violence.

The three criteria mentioned that feminist not only for female figure but also who recognize the validity of women interpretation, they exhibit consciousness of discomfort or even anger over injustice and they advocate the elimination of that injustice by challenging through efforts.

According to Simone de Beauvoir in 1976 (cited in <https://www.thoughtco.com/simone-de-beauvoir-and-second-wave-feminism-3530400>) :

*"Just as I do not believe that women are inferior to men by nature, nor do I believe that they are their natural superiors either."*

In this statement states that women not really inferior to men, Women are different from men because of what they have been taught and socialized to do and be. Woman has the same opportunity with the men, but sometimes the situation or social live build the rules about the women position under the men.

Drama entitled *King Lear* specifically representing about woman representation and the discussion is not far from the meaning of feminism where this concerned with advancing the position of woman. Three daughters of *King Lear* in *William Shakespeare's* story make people understand that the power of feminism in this world not only rises in early 1970 but this story of feminism happened in long ago through the past stories.

Based on the <http://www.amazoncastle.com/feminism/ecocult.shtml> there are some theory about feminism:

- **Cultural Feminism** : The theory that that there are fundamental personality differences between men and women, and that women's differences are special and should be celebrated. This theory of feminism support no notion that there are biological differences between men and women. For example, “women are kinder and more gentle than men”, leading to the mentality that if women ruled the world there would be no wars. Cultural feminism is the theory that wants to overcome sexism by



celebrating women's special qualities, women's ways, and women's experiences. Often believing that the "women's way" is the better way

- Ecofeminism is a theory that rests on the basic principal that patriarchal philosophies are harmful to women, children, and other living things. Parallels are drawn between society's treatment of the environment, animals, or resources and its treatment of women. In resisting patriarchal culture, eco-feminists believe they are also resisting plundering and destroying of the earth. They feel that the patriarchal philosophy emphasizes the need to dominate and control unruly females and unruly wilderness.
- Individualist or Libertarian Feminism  
Individualist feminism is based upon individualism or libertarian (minimum government or anarchocapitalist) philosophies. The primary focus is individual autonomy, rights, liberty, independence and diversity. Individualist feminism tends to widely encompass men and focuses on barriers that both men and women face due to their gender.
- Material Feminism  
A movement that began in the late of 19<sup>th</sup> century focused on liberating by improving their material condition. This movement revolved around taking the "burden" off women in regards to housework, cooking, and other traditional female domestic jobs.
- Moderate Feminism  
This branch of feminism tends to be populated mostly by younger women or women who perceived that they are not directly experienced discrimination. They often believed that the ideals of the feminism movement are no longer viable, and therefore question the need for further efforts. They often view feminism as overbearing and too overt. Often this group espouses feminists ideas while not accepting or wanting the label of "feminist".
- Radical Feminism  
Radical feminism is the breeding ground of the ideas arising from feminism. Radical feminism was cutting edge of feminist theory from approximately 1967-1975. It is no longer as universal accepted as it was then, and no longer serves to solely define the term "feminism". This group views the oppression of women as the most fundamental form of oppression, one that cuts across boundaries of race, culture, and economic class. This is a movement intent on social change, change of rather revolutionary proportions. Radical feminism questions why women must adopt certain roles based on their biology, just as it questions why men adopt certain roles based on gender. Radical feminism attempts to draw line between biologically-determined behavior and culturally-determined behavior in order to free both men and women as much as possible from their previous narrow gender roles.
- Amazon Feminism : amazon feminism focuses on physical equality and is opposed to gender role stereotypes and discrimination against women based on assumptions that women are supposed to be, look or behave as if they are passive, weak and physically helpless. Amazon feminism rejects the idea that certain characteristics or interest are inherently masculine (or feminine), and upholds and explores a vision of a heroic womanhood. Amazon feminist tend to view that all women are as physically capable as a man.

**Women Leadership:** Leadership is an abstract concept. It means the definition of leadership is widespread, and the definition depends on the context of particular issues. However, in general, a definition of leadership is —a set of actions and process, performed by individuals, who have the capacity to create a vision for change, develop ideas, and strategies that enable others to work towards that changes, and make critical decision to achieve the goal (Batiwala, 2010:8). It means that leadership is a process which has goals to change or develop some ideas that has been practiced. For example, leadership in women context tends to look into women’s movement to fight with patriarchal values in the society. For that reason, leadership in women is their struggle for gaining equality. Moreover, Batiwala (2010:7) says —leadership bring equalities with a greater attention to collaboration, cooperation, collective decision, and above all, relationship building. This means that leadership make women have opportunities to participate in sharing their opinions, make relationship to others, and be part of decision-makers. The issue of women’s leadership itself becomes important issue for feminist, particularly for second wave feminist. This is in line with Masterson (1976:29) says —second wave feminist thinker and activist addressed the question of leadership actively believing that leadership is a crucial issue for feminism. Second wave feminist, which focuses on the elimination unfair treatment in private sector, struggle for gaining equality by a leadership principle because the principle can increase their chance to escape from patriarchal values. This is supported by Batiwala (2010:9) says —women’s struggles to gain leadership can increase women’s access to political power, greater representation in leadership position in government, business, and civil society. From this definition, leadership is like a product of second wave feminist to advance the gender equality in public and private sector, and to eliminate patriarchal practice in societies and cultures. Because leadership is important issue for second wave, the definition of women leadership is shaped based on their interest, which demand on thee quality in public sphere. According to Batiwala (2010:9) says —we are not interested in leadership for leadership’s sake. We are interested in bringing women’s talents to bear, along with men’s, in addressing major social, political, and economic concern. This means women’s leadership tends to have a purpose to being equal to men. Women leadership does not mean dominate or control men. This is supported by Ontario (in Batiwala, 2010:12) says —feminist leadership women and women’s organizations sharing power, authority and decision-making in our common pursuit of social, legal, economic and cultural equality.

**Elizabethan Theory About Women:** Based on the thesis written by Ashley Corbet study about a feminist-based reading of three of william shakespeare works; *Othello*, *Much do about Nothing* and, *Hamlet*. The story bring the feminist perspective, focus of the social circumstances about the male characters and how they impact on the lives of female characters. Shakespeare shows that there are two types of women throughout the plays: women who refuses to submit to men and demand equal rights and submissive women who carry out the roles of elizabethan woman. Those who followed the roles of the elizabethan women, which is to be submissive to men, also demonstrate that bowing down to patriachal rules does not guarantee happines for women.

Shakespeare’s three plays *Much Ado about Nothing*, *Othello*, and *Hamlet* also represent the Elizabethan theory by demosntrating through the female characters that women are subjected to roles which are mandatory for them to cary out in order for them to be married. These women did not attend school or receive any education program. Instead they were coerced to learn how to manage the manage a household and become skilled in all housewifely duties. Her education would have been purely domestic nature in preparation for only real carier option for girl-

marriage. All elizabethan women were expected to marry and be dependent upon a man throughout their lives. (Corbett, 2009)

In this thesis, the writer will use the descriptive method. In the descriptive method, researcher or writer does not make comparisons between variables and relationship or particular variable with the other variables. Here, the researcher intends to explore and classify carefully and systematically about the drama that observed. Descriptive in this study does not describe the hypothesis but more provide about the information about the physical character, social, behavioral, economic, and psychology the group of the data. This writer use this qualitative method because the method is more focused on the real phenomena from the perspective of the people in reading story of the drama. The object of this thesis does not consist of the number, hence the writer use this research method. Here, the writer is going to describe and analyze the expressiveness of female characters and moral value in *William Shakespeare's King Lear*. The sources of data of this study are obtained from two sources; they are primary data and secondary data.

a. Primary data

The primary data of the research are taken from a drama entitled *King Lear* by *William Shakespeare*.

b. Secondary data

Secondary data of the research are taken from any sources that are related to the drama, for instance, the summary of the drama on the internet, synopsis and analysis of the drama on the internet, and any books that are related to the drama.

The method used to collect the data in this research is library research. That is the method used to get the data by investigating the documents related to the literary text. Library research is finding the data about things or variables those are such notes, transcript, books, newspaper, and magazines and browse the journal article from internet etc.

Directly, in this research the researcher finds out the data about Shakespeare's drama entitled "*King Lear*" from some books, articles, journals, and transcribes browsing from the internet.

In analysis the data, the writer use descriptive method, it is used to describe the elements of the play and the writer collects the data from several sources and then begin to analyses the data. The step to analyze the data is as follow:

1. Identifying the scene and dialogue which shows the expressiveness of female characters and moral value through the *King Lear* drama written by *William Shakespeare*
2. Classifying the type of expressiveness of three daughters and the moral values related to the problems faced by the drama script entitled *.King Lear*
3. Explaining the expressiveness of female character based on the story and given quotation in order to strength the result analysis about the moral value inside the story of *King Lear*.
4. Concluding the result of analysis about the female's expressions and male's reaction, also the function that related to the moral values which exist in the drama.

**Conclusion:** Based on the discussion above the writer conclude that there are three female characters in *King Lear* play, they are Cordelia, Regan and Goneril. *King Lear* is about political authority as much it is about family dynamics. Lear is not only a father but also a king, and when

he gives away his authority to the unworthy and evil Goneril and Regan, he delivers not only himself and his family but all of Britain into chaos and cruelty. As the two wicked sisters indulge their appetite for power and Edmund begins his own ascension, the kingdom descends into civil strife, and we realize that Lear has destroyed not only his own authority but all authority in Britain. The stable, hierarchal order that Lear initially represents falls apart and disorder engulf the realm.

The female characters in King Lear are powerful figure, who are often as aggressive as, and a time more ruthless than, their male counterparts. Cordelia, who is pure, unselfish, and unflinchingly loyal, is a more standard Shakespearean woman than her strong, assertive, conspiratorial, violent, and regal sisters, Goneril and Regan. While the older sisters are clearly very different in personality from the youngest, and while Goneril and Regan are clearly villains, all three daughters resemble their father. In Goneril and Regan, the similarity rests in her aura of royal dignity, courage, and uncompromising stubbornness. All three sisters help to propel the plot, and Goneril and Regan are even effective killers (Regan, most unusual for a Shakespearean woman, kills with a sword). The presence of these three females becomes even more interesting when we remember that, as often happens in Shakespeare. This is mentioned that female figures can take the changes to express on their mind in real life, not only male figures.

### **Suggestion:**

1. This play could be good sources for students who are interested in learning literature, especially in learning a play. The student can use this play as a media to improve their skill in English, by reading and watching this play. In this play is also provided the knowledge about human's life.
2. The writer expect that result of the study can give contribution for further study that focus on intrinsic elements of literary work especially about the Expressiveness of female characters and moral value of the play. Hopefully, this study can be a reference in learning literature especially for English student.

### **References**

- Abrams, M. (1999). *A Glossary of Literary Terms : Seventh Edition*. Boston: Thomson Learning.
- Ade, O. I., & Noye, O. O (2008). *An Introducing to Literature an Literary Criticism*. Lagos: National Open University of Nigeria.

- Anggraeni, V. (2014). *Superioritas Wanita Dalam Drama Jepang "Seigi No Mikata" Suatu Cerminan Dampak Perubahan Keluarga Jepang dalam System IE ke KAKU KAZOKU*. Depok: Makalah Non- Seminar. University of Indonesia.
- Batiwala, Srilatha. (2010). *Feminist Leadership for Social Transformation: Clearing the Conceptual Cloud*. Bangalore: AWID
- Brody, L., & Hall, J.A. (1993). Gender and emotion. In M. Lewis & J. M Haviland (Eds.), *Handbook of emotions* (pp.447-460). New York: Guilford Press.
- Carroll, H. (2003). *What is Drama? – Terms. Time Periods and Styles*. Retrieved March 19, 2017, from Study.com: [study.com/academy/lesson/what-is-drama-terms-time-periods-and-styles.html](http://study.com/academy/lesson/what-is-drama-terms-time-periods-and-styles.html)
- Corbett, L. A. (2009). *Male Dominance and Female Exploitation: A Study of Female Victimization in William Shakespeare's*. Clark Atlanta University, 22.
- Das, P. (2012). "Shakespeare's Representation of Woman in His Tragedies". *Prime University Journal*, 37-56.
- Dewi, I. S. (2013). *An Analysis of Moral and Social Values in the Kite Runner: A Novel Khaled Hosseini*. Mataram: FKIP University of Mataram.
- Famela. (2011). *An Analysis of the Main Character on The Movie Amazing Grace by Michael Apted*. The Faculty of Adab and Humanity. The State of Islamic University Syarif Hidayatullah.
- Brata, Frans (2010). *Proportional and Expressive Meanings in Translation of Luke's Gospel Into Balinese*. Faculty of letters, Udayana University.
- Freedman, J. (2001). *Concept in The Social Science "Feminism"*. Buckingham. Philadelphia: Open University Press.
- Friedan, B. (1963). *The Feminine Mystique*. W.W. Norton & Company, INC, New York.
- Goel, S. (2010). *Feminist Literary Criticism*. Language in India, <http://www.languageinindia.com>. Volume 10. Retrieved on Januari 30<sup>th</sup>, 2017.
- Hess, Senecal et, all. (2000). *Emotional Expressivity in Men and Women: Stereotypes and Self-Perceptions*. Psychology Press Ltd, <http://www.tandf.co.uk/journals/pp/02699931.html>. 14(5), 609-642.

Julia A. Spiker. P. (2013). "Gender and Power in The Devil Wears Prada". *International Journal of Bussines.Humanities and Technology*, 4.

Klarer, M. (2004). *An Introduction to Literary Studies: Second Edition*. London: Routledge.

Lethbridge, S., & Mildorf, J. (2004). *Basic of English Studies: An Introductory Course for Student of Literary Studies in English*. Developed at The English Departments of The Universities of Tübingen, Stuttgart and Freiburg, 90.

Masterson, L. (1976). *Feminist Leaders Can't Walk on Water*. New Delhi: AWID.

Mellor, A. (2002). "On The Publication of Mary Wollstonecraft's a Vindication of the Right of woman", [http://www.branchcollective.org/?ps\\_articles=anne-mellor-one-the-publication-of-marry-wollstonecrafts-a-vindication-of-th-rights-of-woman](http://www.branchcollective.org/?ps_articles=anne-mellor-one-the-publication-of-marry-wollstonecrafts-a-vindication-of-th-rights-of-woman). Retrieved on August 19<sup>th</sup>, 2017.

Nurgyantoro, B. (2005). *Teori Pengkajian Fiksi*. Yogyakarta: Gadjah Mada Press.

Offen, K. (2012). "Defining Feminism: A Comparative Historical Approach". *Chicago Journals*, 123.

Padmavat, D. N. (2015) "Aristotle's Six Elements of Tragedy". *Pune Research an International Journal in English*. 1-3.

Reaske, C. R. (1966). *How to Analyze Drama*. Monarch Press.

Roshida. (2010). *A Study on Moral Values in Sasak Folklore 'Embung Putik'*. Mataram: Unpublished Thesis. FKIP. University of Mataram.

Rusman, J. R. (2014). "Symbolism and Woman Representation as Seen in "Fake Plastic Tress" and "Lotus Flower" Song by Radiohead". Mataram: Unpublished Thesis. FKIP. University of Mataram.

Study Online by Quizlet, <http://quizlet.com/23351406/king-lear-flash-cards/>

Woloshin, V., Taber, N., & Lane, I. (2013). "Discourse of Masculinity and Femininity in The Hunger Games:; "Scared, Bloody and stunning". *International Journal of Science Studies*. Vol.1 No.1, pp 150- 160.

.....Taken from Accessed on  
<http://www.amazoncastle.com/feminism/ecocult.shtml> accessed on January  
12, 2018.

