

CHAPTER I

INTRODUCTION

1.1 Background of the Research

All through the generations, morality is one of the important parts of life. Morality teaches us how to behave with the younger, coevals and elders in daily life. For instance, a boy visits his friend's house. To show a good manner, he should say hello to the people inside the house first before entering the house. According to Gibbs & Turiel (as cited in Sigelman & Rider, 2015) morality can be defined as the competence of human to make a difference between good or bad to do an action and feeling proud when doing a good action and disgraceful when doing bad action. Thus, people should understand well morality to survive in society.

One of the ways to understand morality is by understanding the components of morality itself. Morality helps people to build a good character in their life especially when interacting and behaving in society. For instance, if someone has a good character, they will be more accepted in he/s daily interaction rather than having bad character. Thus, it can be said that learning morality can teach people to have good characters and how to behave well. Morality is related to human's behavioral issues stated by Rest (as cited in Khalid, Eldakak, & Loke, 2017).

According to Sigelman & Rider (2015) components of morality are divided into three. There are emotional component, cognitive component and behavioral component. Emotional component discusses the feeling of human concerning toward the good and bad actions, and encourage the moral thoughts and actions.

Cognitive component more focuses on the way human conceptualize, think on thoughts the right and wrong action and making the decision how to behave. Behavioral component specially discusses on how humans behave when doing something, knowing bad and wrong also help a needy person.

Morality is seen through daily behave, choice of words, actions, the decision to take and many more. Morality component is derived into three components based on Sigelman & Rider(2015). There are emotional component, cognitive component, and behavioral component. Thus, the researcher does this research is to find out the morality component in Romeo and Juliet drama. Romeo and Juliet drama was the creation of William Shakespeare. Nowadays, some of the people are being rude one to another. It is seen from the choice of words and the way on deciding something or even the way they behave in actions. For instance, a little boy talks to elders. He should be more polite to the elders. He has to answer the question from elders politely and behave as younger. This small thing can teach people to be good and behave well.

There are a lot of literary works. Some of them are novel, poem, drama and so on. According to Katawazai (2018) literature is the art towards the creations in expressing itself. Literature is not only a narrative or fiction story but it is also the art works that related to philosophy Brudney (2016). in this research, researcher took drama as the data source. The researcher took Romeo and Juliet drama because of some reasons. The first is because nowadays, there are so many people are rude and don't know well about moral learning in their daily life. Theresearcher also noticed there are some issue of taking decision and behaving.

The last is because the end of the drama there was moral message inside the drama.

To let people learn how to be a good person is one of the aims of the research. This present research focuses on figuring out the morality components that exist in Romeo and Juliet drama by William Shakespeare and figuring out the characteristic of morality component exist in the drama. The researcher hoped that the people know that morality components are very important. If the morality components are not understood and delivered well, there will be more people do not know how to behave and decided the right or wrong things. The researcher found the phenomena on Romeo and Juliet drama. There are some quotations that show the problems of behaving and taking the decision that contains the moral to be understood and there was a quotation which shows the moral message of the story at the end. These were the reasons why the researcher did this research.

Morality components do exist in Romeo and Juliet drama. For instance from Romeo and Juliet drama, the researcher analyzed the quotation with the theory of Sigelman & Rider (2015). The researcher takes one of the quotations in Romeo and Juliet drama. It was the conversation between Romeo and Apothecary.

ROMEO. Come hither, man. I see that thou art poor:
 Hold, there is forty ducats: let me have
 A dram of poison, such soon-speeding gear
 As will disperse itself through all the veins
 That the life-weary taker may fall dead
 And that the trunk may be discharged of breath
 As violently as hasty powder fired
 Doth hurry from the fatal cannon's womb.

APOTHECARY. **Such mortal drugs I have; but
 Mantua's law
 Is death to any he that utters them.** (V.I.62-72)

It was act V, scene I and line 62-72. It was quoted from the drama. Before these scenes, Romeo got news that his beloved wife had passed away from Benvolio which was Romeo's cousin. The situation was very urgent. It was showed on the fourth line that Romeo wanted to buy poison. He wanted to have the poison in order to end the life. Apothecary was in dilemma to make a decision. He knew about bad action to sell poison. It is showed on the ninth until the eleventh line. It states that Apothecary was in dilemma about selling the poison.

Based on the quotation, on the ninth until the eleventh line in the quotation that being bold, Apothecary said it was the law that they could not even uttered the words poison or drugs. It showed the sign that Apothecary knew the wrong things. One of the morality component was discussing how human behave when doing something, right and wrong also help needy person Sigelman & Rider (2015). This was the characteristic of the behavioral component. As the result, Romeo noticed bad behavior that he did. Apothecary helped Romeo in this matter even knowing it was bad. Apothecary knew good and bad things. He realized it and took benefit. In this case, Apothecary knew the act was an offense. The researcher could conclude this quotation was behavioral component.

In the conclusion, the relevance to the moral from this issue was even someone needs poison very bad, but when we knew that it was for something bad and harm them then we must not give it to them. It would cause a fatality. As the end of the drama, Romeo died by drinking the poison.

ROMEO. Art thou so bare and full of wretchedness,
And fear'st to die? Famine is in thy cheeks,
Need and oppression starveth in thine eyes,
Contempt and beggary hangs upon thy back.

The world is not thy friend nor the world's law.
 The world affords no law to make thee rich.
Then be not poor, but break it, and take this

APOTHECARY. My poverty, but not my will, consents. (V.I.73-80)

This was another example from Romeo and Juliet drama. This was the conversation between Romeo and Juliet. Based on the context of the quotation, this was the scene of Romeo went to find Apothecary. He was in urgent situation after knowing Juliet had passed away. The context told that Romeo needed the poison very much. Romeo offered a deal in exchange for the poison. Apothecary needed the money. He saw that Romeo needed the poison very bad. Thus Apothecary gave him the poison. Apothecary broke the law of the area there and help Romeo even he knew it was a bad action.

On the third line that has been bold indicated that Romeo said that Apothecary needed the money to survive poverty in the context. Romeo took this chance to make a deal with Apothecary to give him the poison he needed. Even though Romeo knew it was a bad action he did not care about the law. According to Sigelman & Rider(2015) as the characteristic of behavioral component explain about how humans behave when knowing right or wrong and when should help the needy person and taking the decision.

Romeo noticed bad behave that he did. Apothecary helped Romeo in this matter. Apothecary knew good and bad things. Both of them break the law and took benefit from this issue. In this case, Romeo and Apothecary knew the act is an offense. Thus, the researcher concludes this quotation is classified into behavioral component. In conclusion, the moral relevance from this case is money

does not solve the problem. No matter how we need the money, we must take benefit as the return of helping others.

Comparing this present research to other researches, the researcher uses some researches as reference compare the research and to know more information about. For instance, The first one was Avci & Layla (2016). It was entitled *“forbidden love of Shakespeare’s Romeo and Juliet and Fuzuli’s Layla and Majnun”*. The research aimed to make comparative literature studies. The finding of the research was two works of the comparative are timeless classics and have forbidden love themes. There are similarity and differences. The similarity is both of the researchers use Romeo and Juliet as the data source. But this previous research got two data source while this present research only focuses on one data source. Present research more focuses on morality component while this previous research focused on comparative literature studies.

In this case, the researcher concludes that every research has different objects, data sources, and aims. There might be some similarities and differences in every research related to this present research. But it is not possible to be the same totally because both of the previous researches and the present research have different aims. As the conclusion to make it clear, this present research focuses more on the existence of morality components and the reason morality components present on Romeo and Juliet drama by William Shakespeare.

The second research is Hoxha (2017) entitled *“On some passions of the characters in Shakespeare’s “Romeo and Juliet” (a semiotic prospective)”*. The aim of the research was to analyze the semantic taxonomy through the main

character of Romeo and Juliet by William Shakespeare. The finding of the research was the love and hatred that found through the semiotic method. There are similarity and differences between Hoxha's research and this present research. Hoxha and this present research use the same Romeo and Juliet. He used semiotic prospective to analyze the data source. This present research analyzed the morality components in Romeo and Juliet drama. Hoxha's goal was to teach analyze the semantic taxonomy through the main character. This present research focuses more on morality components exist in Romeo and Juliet drama and the characteristic of morality components exist in the drama.

Every research has different objects, data sources, and aims. There might be some similarities and differences in every research related to this present research. But it is not possible to be the same totally because both of the previous researches and the present research have different aims. As the conclusion to make it clear, this present research focuses on the existence of morality components and the reason morality components present on Romeo and Juliet drama by William Shakespeare. It aims to let people surrounding know that morality components are very important and understand how to behave and make decisions toward right or wrong and good or bad.

1.2 Identification of the problem

1. The existence of morality components in Romeo and Juliet drama by William Shakespeare.
2. The characteristics of each morality component in Romeo and Juliet Drama by William Shakespeare.

3. The most morality components used in Romeo and Juliet drama by William Shakespeare.

1.3 Limitation of the Problem

1. The existence of morality components in Romeo and Juliet drama by William Shakespeare.
2. The characteristics of each morality component in Romeo and Juliet Drama by William Shakespeare.

1.4 Formulation of the Problem

1. What are the morality components in Romeo and Juliet drama by William Shakespeare?
2. What are the characteristics of each morality component in Romeo and Juliet drama by William Shakespeare?

1.5 Objective of the Research

1. To figure out the existence of morality components in Romeo and Juliet drama by William Shakespeare.
2. To figure the characteristics of each morality component in Romeo and Juliet drama by William Shakespeare.

1.6 Significance of the Research

1.6.1. Theoretically

The researcher lets people know the importance of morality components and understand how to behave and make decisions toward right or wrong and good or bad. Theoretically, this present research expected that it helps readers and next

researcher get detail information through this research. Finally the researcher expected that this research will become a comparison for next researches.

1.6.2. Practically

Practically, the researcher expects this research will help people who need it and educate people more about every part of morality components. Thus people around us can be a better person. The researcher hopes this research will give more ways to apply the morality in daily.

1.7 Definition of Key Terms

Morality	:A competence of human to make a difference between the good or bad to do action, and feeling proud when doing a good action and disgraceful when doing bad action Gibbs & Turiel (as cited in Sigelman & Rider, 2015)
Emotional component	:The feeling of human concerning toward the good and bad actions, and encourage the moral thoughts and actions Sigelman & Rider (2015).
Cognitive component	:The way human conceptualize, think on thoughts the right and wrong action and make the decision how to behave Sigelman & Rider (2015).
Behavioral Component	:Discuss how human behave when doing something, knowing bad and wrong also help needy person Sigelman & Rider (2015).