

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Old and young generation learn differently in every aspect of life such as education, behavior, and style (art, fashion, movie, and music). It happens because they were born in different era so they have different life experiences. It usually happens between parent-children relation and also intergenerational workers relationship. As stated by Bengtson and Achenbum, intergeneration relationships have got attention from people in 1960s. Conflict of the generations or 'generation gap' becomes barrier for the young and the old people to hold a conversation. These conflicts are the result of urbanization, industrializations, and family mobility (Luk 5). They cannot communicate well because of the lack of understanding between them. Those factors above cause these two generations to have different point of views upon facing life problems.

Intergenerational workers conflict is usually caused by errors of attribution and perception. Therefore, the main method to deal is effective communication between old and young workers. The two workers need to communicate aggressively to understand each other because they experience different life problems. As stated by Zemke et al., aggressive communication involved two people to avoid "behind-the back complaining, passive-aggressive behavior and open hostility" and change it by taking advantage of young workers perspective and the wisdom of old workers to create a dynamic workplace (Tolbize 13). These two generations need to have tolerance to quell anger over their different

characters. Effendy stated that when someone is already thinking positively of others, here comes a good relationship. When a relationship has been established, they will begin to influence, convince, persuade, and teach something to others (3). It is certainly not easy to do for both parties so they need time to tolerate each other. They learn to understand one another to create a harmonious relationship.

Literary work is not only for entertainment but it also becomes a tool to tell the reader about situation in specific time. It illustrates the condition in which it was written, so it is worthy to study and try interpreting it (Tyson 136). There are many literary works that show the relationship of two people from two different generations. One of them is *Red* drama by John Logan that becomes the main object of this study. Literary works can be used as a source to analyze and criticize the public system. They sometimes offer a clear opinion on how people should act in social life (Luxemburg, Bal and Weststeijn 24). This drama takes place inside an old studio in America in 1950s. This drama is about a famous Abstract painter Rothko and his new assistant, Ken. The drama that won the Best Play Tony Award in 2010 shows a story of the development of relationship between a fifty years old Rothko and a twenty years old Ken in the workplace.

The story begins with Rothko staring at his central painting to study it. When Ken enters, his first sentence to his new assistant is "what do you see?" (Logan 9). Ken replies him immediately with simple answer "Red" (9). His answer does not meet Rothko's expectation and he begins to criticize people nowadays that can easily give comment about art without thinking in contemplation. Then, Ken tells Rothko that he aspires to become a painter, so he

will try to understand art seriously. They begin their interaction to work together in order to complete Rothko's painting.

Drama is a staged art and relies on dialogues and description about the scenes. There is no narration in the drama because the audiences hear the words directly from the characters (DiYanni 723). Tarigan stated that drama is life which is presenting the conversation between people (72). It is like a miniature of realistic life because the characters do activities like human such as conversing with other people, thinking, crying, and many other activities. In the drama, the reader tries to link the reason about a character's action with people's action in real social life. The readers also learn about life problems through drama and get solution from it. It happens in *Red* drama by John Logan because the story involves the development of intergeneration workers.

Red is written by John Logan who was born in 1961. He is a successful playwright and screenwriter and we can see it from the success of *Any Given Sunday*, *Gladiator*, *Star Trek: Nemesis*, *The Aviator*, *Rango*, *Hugo*, and *Skyfall*. He grew up in California and New Jersey, and graduated from Northwestern University in Chicago in 1983. In 2010, *Red* won the Tony Award for Best Play. He said that his inspiration for writing *Red* came when he wandered by chance into the Tate Modern's Rothko Exhibit (Twigg 5). John Logan also stated in another interview with Neena Arndt that he did not write play about Art, Mark Rothko, or Abstract Expressionism. He said that he created this play to tell us about the relationship between two people (Arndt 8). From this statement, the writer finds that the relationship between those two characters is interesting to be

studied because it deals with human as a social being who needs other people. In any drama; dialogue should enhance the value of the actor's motion. The dialogue should also be more organized than daily conversation (Tarigan 77). *Red* becomes an interesting play because although the two characters do many action and conversation about art, it can be related to discuss about human relationship. The writer will discuss the differences of Rothko's and Ken's characterizations and the plot that will form the organic unity to find a theme about bridging intergeneration relationship that requires tolerance in the drama *Red*. The writer focuses on characterization and plot because those two formal elements are the prominent formal elements in this drama. Meanwhile, the other formal elements such as symbol, setting and figurative language will be used to support the development of the characters' relationship.

Short said the appropriate way to infer message in context of the drama text is by using analysis in the areas of language (168). Interpretation is analytical mental action in which the readers give the conclusion about the play's meaning and its significance. Interpretation of the text concerns with textual evidences. The literary works are formed with formal elements that consist of the language of the text itself such as images, symbols, metaphors, rhyme, meter, point of view, setting, characterization, and plot (Tyson 137). From the explanation above, the writer decides to analyze it by using New Criticism. According to Bressler the only way to express emotion through art is by finding a set of objects or a chain of events that can make the readers response the work. All those things can be done by using organic unity in New Criticism (61). The main purpose of New Criticism

is to make the reader understand the meaning and value of the work by examining the text itself. The dialogues and description of the play support the writer's arguments. The writer believes that the two characters develop their harmonious relationship and talk about the meaning of life through art. The central meaning of the text is discovered through all the formal elements rather than the life of author or historical background (DiYanni 1355). The analysis focuses deeper on the formal elements of the text. As the elements of plot and characterization are revealed one-by-one in the analysis, the theme of the text will be revealed in the end of the analysis.

1.2 Statement of the Problems

The problem that will be stated next contains an idea that will be examined closely from the text. A clear focus on the analysis is the purpose for the statement to be created. Since the research will be concerned on the differences between Rothko's and Ken's characterizations and the plot that will form the organic unity of the text and support the theme that bridging intergeneration relationship requires tolerance, thus the research question will be formulated as follows:

1. How generation gaps are represented in Logan's *Red*?
2. How do Ken and Rothko bridge their generation gap to create a harmonious relationship in Logan's *Red*?

1.3 Objective of the Study

The objectives of this study are as follows:

1. To explain the representation of generation gap in Logan's *Red*.
2. To explain the way Ken and Rothko bridge their generation gap to create a harmonious relationship in Logan's *Red*.

1.4 Significance of the Study

The study is expected to contribute to the academic community in Universitas Airlangga. This study intends to provide insights to John Logan's *Red* and provides the necessary idea on how to analyze drama by applying the theory of New Criticism. Thus, the study aims to serve as references especially for students of literature major at Universitas Airlangga who wish to do research in drama. Hopefully, this study can give understanding of the formal elements in a literary text especially characterization, plot, and theme as an organic unity.

Above all, the importance of this study is to provide readers with a portrayal of harmonious relationship between two characters. Through the analysis of Rothko and Ken's characterization and the plot in the text, it is expected that the reader will gain understanding on the issue of generation gap. In doing so, this work is hoped to contribute towards the advancement of life in human society.

1.5 Theoretical Background

Since the writer would like to analyze harmonious relationship between Rothko and Ken based on the values in the text, this study will apply New

Criticism theory to reveal the evidence from the text. As stated in *Critical Theory Today* that to focus in an analysis, the only way that can be done by the reader is by representing the text's meaning by using close reading. It means the reader has to examine the text carefully and pay attention to all the evidences provided by the text itself: the images, symbols, metaphors, point of view, theme, setting, characterization, plot and the other things which are called formal elements (Tyson 137). The matter for New Criticism is how the work gives meaning behind all those formal elements. There are two tenets by the New Criticism; first, a literary work exists independently so the readers need to interpret the text to find a meaning behind it themselves. Second, the greatest literary works are universal because they convey message for people. It has aesthetic features in harmony to describe its story (DiYanni 1356).

The study will use New Criticism to analyze the work, because the writer will analyze the characterization and plot. The use of New Criticism as the main theory means that the writer has to focus the analysis on the literary text itself, without looking at any historical background of the work or the author of the drama. New Criticism is used because only the literary text with formal elements can be discussed. Thus, analyzing the intrinsic elements and relate those elements will develop the organic unity or theme of the text.

1.6 Method of the Study

The method of this study is close reading. The text of *Red* drama is the primary source of the study because the script of drama is the most essential part in which the data for this study comes from. Browsing data is also done by the

writer in order to gain more information. The secondary sources such as books, journals, and articles are also needed. Ratna stated that the writer needs to find evidences to analyze the text. The writer needs to collect data to find all the formal elements of the text. After that, the writer begins to analyze the text based on the facts and data that have been collected before (53). The formal elements of the story such as plot and characterization are the main focus to analyze the text because it is in line with the aim of this study.

The writer begins to answer the first problem statement by paying attention to the descriptions and sentences of dialogues that the characters use in the text to understand the characters' elements such as diction, tones and symbol. Then, the writer finds the different past experiences between those two characters that affects their characterizations in the drama. Their differences action in doing activities or thinking ideas in the text between those two characters become the way to explain generation gap. After explaining their different characterizations, the writer tries to explain the similarity between them that become the key to overcome generation gap. The plot also becomes the important point to explain the way they become closer as a boss and an assistant. Important events that indicate their way to bridging generation gap in the text will be explained by the writer.

The writer uses descriptive analysis method to analyze the text. The writer needs to interpret all evidences in the text. In presenting arguments, the writer needs to add quotations and paraphrases the dialogues of the characters from the main text as the evidence for the ideas presented in this study. Then, the writer

will try to connect all evidences to the theme of the text. As the final step, it is imperative for the writer to make conclusion in order to reveal the organic unity within the text. Then, the writer formulates the theme of the text by concluding all the formal elements. By doing so, the writer can enrich the understanding of the text and reveal true meaning of the text.

1.7 Scope and Limitation

This study will focus on characterization and plot, especially the development of the relationship between Rothko and Ken. The analysis will give more attention in changing respond from two characters while they interact with each other. The analysis will be linked with the theme of the drama as an organic unity that the two characters create harmonious relationship.

1.8 Definition of Key Terms

Characterization : The process in treating the characters.

Harmonious Relationship : a relationship that involves two people who express positive mindset toward each other. It can be friends, relatives, or workers. They learn to deal with their own feelings and tolerate each other.

Intergeneration Relationship: a relationship that involves two people from different generations.

Plot : related events in the text that contains conflict.

Tolerance : The human natures that do not try to force other people about what they do. Someone lets other

people have a different mindset with him/her.

There is no indication of forcing someone else to have the same thoughts with him/her.

Theme

: an idea in the literary work

