THE ISSUE OF GENERATION GAP
IN ANNA’S WAIT FOR ME

A thesis
Submitted to Letters and Humanities Faculty
In Partial Fulfillment of the Requirement for
the Strata One Degree

DEVI NIRWANA
NIM: 104026000889

ENGLISH LETTERS DEPARTMENT
LETTERS AND HUMANITIES FACULTY
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
2009

THE ISSUE OF GENERATION GAP
IN ANNA’S WAIT FOR ME

DEVI NIRWANA
NIM: 104026000889

ENGLISH LETTERS DEPARTMENT
LETTERS AND HUMANITIES FACULTY
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
2009
ABSTRACT


In this research, the writer analyzes a novel by An Na entitled *Wait for Me*. This research is focused on the character analyses and theory of representation. The writer uses qualitative descriptive method. *Wait for me* describes two main characters, Mina and Mrs. Kang which is Mina’s mother. They come from the same background, Korea. But has different cultural influences. The first character, Mina is a child of immigrant or foreign born arriving United State when she was a child. Mina grows up and socialized in America, so she is much more assimilated the American culture. Mina represents one half generation of Korean American. The second character, Mrs. Kang which is Mina’s mother. She is more familiar with Korean culture because she is much more live in Korea. Mrs. Kang represents first generation of Korean America. Therefore, Mina and her mother always contradict in every ways. The differences between Mina as younger generation and Mrs. Kang as elder generation cause a conflict between them that contribute to generation gap. However, the writer suggests the readers and other researchers to read the novel carefully and repeatedly in order to comprehend the story.
APPROVEMENT

THE ISSUE OF GENERATION GAP IN ANNA’S \textit{WAIT FOR ME}

A Thesis
Submitted to Letters and Humanities Faculty
In Partial Fulfillment of the Requirement for
The Strata One Degree

Devi Nirwana
No. 104026000889

Approved by

Inayatul Chusna, M. Hum.
NIP. 150331233

ENGLISH LETTER DEPARTMENT
LETTERS AND HUMANITIES FACULTY
STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH
JAKARTA
2009
LEGALIZATION

The thesis entitled “The Issue of Generation Gap in Anna’s Wait for me” has been defended before the Letters and Humanities faculty’s Examination Committee on April, 8, 2009. The thesis has already been accepted as a partial fulfillment of the requirement for the Strata One Degree.

Jakarta, April 8, 2009
Examination Committee

Chair Person, Secretary,

Dr. Muhammad Farkhan, M. Pd
NIP. 150 299 480

Drs. Asep Saefuddin, M. Pd
NIP. 150 261 902

Dr. Muhammad Farkhan, M. Pd
NIP. 150 299 480

Supardi, S. S

Members:

To remove this message, purchase the product at www.SolidPDF.com
DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgment has been made in the text.

Jakarta, April 8, 2009

Devi Nirwana
ACKNOWLEDGEMENT

In the name of Allah, the beneficent, the merciful.

Praise and gratitude be to Allah for giving the writer health. Peace and blessing be upon to our prophet Muhammad SAW, his family, his companions and his followers.

The writer would like to address her gratitude and appreciation to:

1. Dr. Abdul Chair, the Dean of Adab and Humanities faculty Syarif Hidayatullah State Islamic University of Jakarta.
2. Dr. Muhammad Farkhan, M.Pd, the Head of English Letter Department Syarif Hidayatullah State Islamic University of Jakarta.
3. Miss. Inayatul Chusna, M.Hum for her guidance, kindness, suggestions and valuable helps.
4. All lecturers of English Letter Department for teaching her during study at Syarif Hidayatullah State Islamic University of Jakarta.
5. Her beloved parents: Mother and Father for giving her full of financial support, prayers and moral encouragement to finish her study.
6. Brother and sister: Suci Nalurina and Faizal Maulana for giving her support and motivation in writing this thesis.
7. All friends at English Letters Department: Friends in A-class, especially Ubay, Mayang, Ala, Hilda, Bedah, Syifa for giving their relationship and motivation. May Allah blesses and gives the greatest award for them.

Jakarta, March 2009

The Writer
CONTAINS

<table>
<thead>
<tr>
<th>ABSTRACT</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET</td>
<td>ii</td>
</tr>
<tr>
<td>LEGALIZATION</td>
<td>iii</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>v</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vi</td>
</tr>
</tbody>
</table>

**CHAPTER I  INTRODUCTION** 1

A. The Background of Study 1
B. Scope of the Research 3
C. Research Question 3
D. The Objective of the Research 3
E. Significance of the Research 4
F. The Methodology of Study 4

**CHAPTER II THEORITICAL FRAMEWORK** 6

A. Character 6
B. Representation Theory 8
C. 1.5 Generation of Korean America 11
D. First Generation of Korean America 13
E. Generation Gap 15

**CHAPTER III  RESEARCH FINDING** 20

A. Data Description 20
   a. The list of main characters 20
CHAPTER I

INTRODUCTION
A. The background of Study

Korean represents one of the fastest growing ethnic groups in the United State. The reasons for them to immigrate to United State are the desire for increased freedom and the hope for better economic opportunities.

Korean immigrants have come from diverse socioeconomic backgrounds. However, the migration of largely urban, well-educated and professional immigrants makes up the foundation of contemporary Korean migration.¹ They feared competition for job or even social relationship. Geographically, Koreans have tended to cluster in the largest cities with major communities in LA, New York, and the whole length of the urban corridor stretching from Washington, D.C to Boston.

As immigrant, they have many problems in the host of country. One of the other problems happened because of generational differences in family. For some of the immigrant or refugee families who have second, 1.5 or third generation children, they are simultaneously dealing with generational and class differences as a result of changes due to migrating to the United State.² Therefore, there are the generational differences between parents and their children. This is usually linked with parent-child generational conflict specialized by cultural differences. Conflicts that arise because of cultural differences create generational barriers that contribute to the generation gap.

The cultural gap between Korean American children and their parents mostly impact those children whose parents are first generation or immigrants, because these

¹ http://www. Acehinstitute.org/
parents have been socialized in Korea, their value systems may differ from their children who have been socialized in USA.

This situation of Korean Americans inspired many Korean American authors to write novels, such as Chang –Rae Lee writes a novel *Native Speaker* in 1995, which explores themes of alienation and betrayal as felt or perpetrated by immigrants and first generation in United State.


In *Wait for me*, An Na tells a contemporary Korean American family in crisis. The story expressing fear and doubt of Mina because of over bearing parental presumption of her mother. Her mother is one Korean American immigrant that controlling her daughter. She plans Mina’s life, such as Mina must attend Harvard education, Mina must dating Korean American boy friend that her mother chosen for her.

An Na explores culture and expectations of Korean American immigrant of Mina’s mother as the first generation that contrast with culture and expectations of Mina as 1.5 generation who grew and socialized in the United State. Because of those situations Mina and her mother often make conflicts.

Based upon the explanation above, the writer is interested to analyze this novel particularly about the generation gap between first generation and 1.5 generation. This is presented by Mina and her mother as main characters.

---

⁴ An Na was born in Korea and grew up in San Diego, California. She is a graduate of Amherst College and she has Pritnz Award for her first novel *A Step Way from Happen* in 2001.
B. Focus of the Study

Based on the background of the study above, the writer would like to limit the research in analyzing, namely the characters and the issue of generation gap in Anna’s *Wait for me.*

C. Research Question

Based on the background of the study above, the question will be discussed in this research are:

1. How are Mina and her mother presented in Anna’s *Wait for me*?
2. How do they represent generation gap between first generation and 1.5 generation in Anna’s *Wait for me*?

D. The objective of the Research

Based on the research questions above, the objective of this research is to explain the main characteristics of Mina and Mrs. Kang, and generation gap between first generation and 1.5 generation of Korean American in Anna’s *Wait for me.*

E. Significance of the Research
The writer hopes that the research can give understanding and describing the generation gap in Korean American family of the novel *Wait for me* by Anna, and then the research gives advantage to the readers to know Korean American life.

F. The methodology of Study

1. The Method of Research

The writer conducts the research by using qualitative descriptive method. This method collects variety of sources based on the study of representation and character. This method also describes and analyzes generation gap in that happens in characters.

2. Analysis of Data

In this research, the data are qualitatively analyzed by the relevant the theory of theory of representation.

3. Instrument of the Research

The research employs the writer herself as the instrument by reading a novel *Wait for me* and variety of source based on the study of character and theory of representation, identifying and classifying the information related to the story.

4. Unit of analysis
Unit of analysis is the novel of the *Wait for me* by An Na published by the penguin group in 2006.

5. The time and Place of the Research

The research is conducted in eight semesters in year academic 2007/2008 at English Letters department of Faculty of Adab and Humanities, State Islamic University Syarif Hidayatullah Jakarta.
THEORETICAL FRAMEWORK

A. Character

One of the essential elements of novel is character. A character is a fictional representation of a person psychologically realistic depiction. (With the other elements, character builds the story. Without character, a story could be called as a story. Generally, William H Gass defines characters are those primary substances to which everything else is attached. It means that, characters in the novel are the persons who convey their personal qualities through dialogue by which the reader understand their thought, feeling, intentions and motives. Character in the novel, may be major or minor, protagonist or antagonist, flat or round, and static or dynamic.

1. Major and Minor Characters

Major or central or main character is a character that plays an important role, very dominant and always appears in each conflict. On the contrary, the character which appears only few times and take the short portion called minor or subordinate character.

2. Protagonist and Antagonist characters

Protagonist is the first actor or the main character of novel, the one who is always the focal point of the story, and the character that the story is most obviously about. The protagonist opposing force and who always causes problems for the protagonist is called Antagonist character.

The antagonist need not be a person, it can be animal, a superstition, a misconception, fate, or any abstraction or force placed in dramatic conflict with

---

protagonist. Similarly the protagonist need not be a here or even heroic, there need be nothing admirable about him, since the concern is with object of attention, not its morality.

3. Flat and Round characters

As E. M Forster points out in his book Aspects of the novel flat or type or two dimensional characters is constructed around a single idea or quality, it never surprises. It means flat or type or two dimensional characters is defined by a single quality without much individualizing detail. While round or kinetic or three dimensional characters is a complex individual incapable of being easily defined and round character’s physical, emotional and intellectual dimensions change day to day. Briefly, flat characters are denied growth and change, while round character must change, yet both central and subordinate actors are necessary.

4. Static and Dynamic characters

Static characters are character either main stable in their attitudes throughout a work. While dynamic characters are undergo personal development and change, whether through a gradual process or a crisis. Generally dialogue major characters are likely to be round and minor characters are to be flat.

B. Representation Theory

Migration, determined by the interrelation of production, trade, and warfare, has been a precondition for the meeting of human individuals and groups over thousands
years. In the course of this interaction, imagery, beliefs and evaluations about the other have been generated and reproduced in order to explain the appearance and behavior of those with whom contact has been established and to formulate a strategy for interaction and reaction. The consequence has been the production of “representation” the other, images and beliefs that categorize people in terms of real or attributed differences when compared with self. Characteristics of other refract constructing characteristics of self and vice versa.

Primarily, culture is concerned with the production and the exchange of meanings—“the giving and taking of meaning”—between the members of a society group. There are many society group makes the different meanings of something. This different meaning is because of different opinion, interpretation, and representation in every people’s mind as a member of society group.\(^6\)

Representation systems consist of the actual sounds we make with our vocal chords, the images we make on light-sensitive paper with cameras, the marks we make with paint on canvas, and the digital impulses we transmit electronically. Representation is a practice, a kind of work, which uses material object and effects.

Every phenomenon in the world can be an object. It can be goods, people, and culture of society. However, the meaning depends not on the material quality of the sign, but on its symbolic functions. It is because particular sound or word stand for symbolizes or represent a concept that it can function in language, as a sign and convey meaning—or as the constructionist say, signify (sign-i-fy).\(^7\)

The relation of representation to lives and experience of people in the real social world is complicated, but representations do have real consequences for real people. How we are seen determines in part how we are treated: how we are treating others is based on how we see them: such seeing comes from representation.

The concept of representation has come to occupy a new and important place in the study of culture. Representation means using language to say something meaningfully about, or to represent the word meaningfully, to other people. Representation is an essential part of the process by which meaning is produced and exchanged between

\(^7\) Ibid, P 25
members of a culture. It does involve the use language of signs and images, which stand for or represent things.

To answer the questions in this research, the writer uses representation theory as a basic theory. Representation is one of the key practices by which meaning are produced. There are three possible senses to the word “represent”:

1. To “represent” meaning to stand in for as in the case of country’s flag, which when flown at a sporting event, for example, signals that country’s present at the event. The flag stands for or symbolizes an action. In Britain, the Royal Standard represents/symbolizes the Royal family and the institution of Monarchy.

2. To represent meaning to speak or act on behalf on. As members of Parliament represent the concerns of their constituents. A person who represents a group in this sense may also serve a symbolic function. An example might be a Pope, who speaks and acts on behalf of the Roman Catholic Community but might also stand as a symbol of Roman Catholicism.

3. To represent meaning to re-present. In this sense a biography or historical writing represents the events of the past. Equally a photograph represents a moment or event which has already occurred, it presents the occasion again. A photograph or painting can also, of course, represent someone or something in the sense of standing for. Posters of rock star religious paintings and public statues all fulfill this function. Images that function in this way are said to Iconic.

From those possible senses of the word “represent” the last meaning to represent is the exactly meaning for this research, because wait for me novel re-presents Korean immigrant life in America. Through the characters view toward generation gap between first generation and 1.5 generation in Korean American family.

There are two systems of representation involved, first there is the system by which all sort of object or mental representations which carry around in our heads, without them we could not interpret the world meaningfully at all. In the first place, then

8 Ibid, P.56
meaning depends on the system of concepts and image formed in our thoughts which can stand for or represent the world, enabling use to refer to things both inside and outside our heads.

The example is simple enough to see how we might form concepts for things we can perceive—people or material objects like chairs, tables, and desk. However, we also form concept of rather obscure and abstract things, which we cannot see in any simple way, feel, or touch. Think for example of our concepts of way or death friendship or love.

The second systems of representation is language involved in the overall process of constructing meaning our shared conceptual map must be translated into a common language. So that we can correlate our concept and ideas with certain written worlds, spoken sounds or visual images. The general term we use for words, sounds images that carry meaning is signs. These signs stand for or represent the concept and the conceptual relation between them, which carry around in our heads, and together they make up the meaning system of our culture.

There are broadly speaking three approach to explain how the representation of meaning work through language. They are the reflective, the intentional and the constructionist approaches.

In the **reflective approach**, meaning is thought to lie in the object, person, idea or event in the real world and language functions like a mirror to reflect the true meaning as it already exist in the world. As the poet Gertrude stein once said” a rose is arose is arose.

The second approach is the **intentional approach**, it hold that the speaker, the author, who imposes his or her unique meaning in the world through language. Words mean what the author intends they should mean.

The third approach is **constructionist approach**. The constructionist approach does not deny the existence of the material world. However, it is not the material world, which conveys meaning: it is the language systems or whatever system we are using to represent our concept. Social actor use conceptual. System of their culture and the linguistic and the other representational system to construct meaning, to make world meaningful and to communicate about that world meaningfully to others.9

---

9 Ibid, P 24
In this research, the writer uses constructionist approach because this research analyzes the representation of generation gap between first generation and 1.5 generation through the characters language in the dialogue.

The writer uses constructionist approach, which has purpose to construct the meaning of generation gap between first generation and 1.5 generation in Korean American family. Constructionist recognizes public, social character of language. It acknowledges that neither thongs in themselves nor the individual users language confix meaning language things don’t mean : we construct meaning, using representational system, concept and system of their culture and linguistic and other representational system to construct meaning, to make the world meaningfully and to communicate about that world meaningfully to others.

Representation of social groups raises political questions about oppression and dominance. Who represent whom, where and how determines the representation available for us to look at and read but people do not necessarily make sense of these representations in terms of the proffered or intended meaning.

From the explanation above is concluded that representation is the production of meaning through language in representation constructionist argue we use signs, organized into language of different kinds to communicate meaningfully with others. Language can use sign to symbolizes, stand for reference abject, people, and events in the so called “real world” But they can also reference imaginary things and fantasy world or abstract ideas which are not in any obvious sense part of our material world meaning is produced by practice the work in representation It is constructed through signifying –meaning-producing-practices.

C. 1.5 Generation of Korean American

There are generational differences within Korean community such as first generation, 1.5 generation and second generation. First generation as being made up of Immigrants or refugees. The “1.5 generation,” a designation coined by Korean Americans and sometimes used by other Asian groups, refers to those who came to the United States
as children, while the second generation was born in America. Unlike the first generation, both were fluent in the ways of America.¹⁰

1.5 generation is almost like the second generation who was born in United State, because they receive the socialization, schooling, and wealth of experiences in United State. The younger children adopt American values and behavioral patterns quickly, including the English language.¹¹ Many Korean children lose their mother tongue. Children of immigrants learn English faster than their parents did, they also forget Korean as they age. The traditional way of thinking has been that they are much more assimilated into American life. They are trying to assimilate as quickly as possible to learn the attitudes, accents, and auras of Americans.

As the 1.5 generation children of immigrants have become young adults in United State between their parents conflicting demands to assimilate and get to stay traditionally. It is a familiar conflict in Koran immigrant communities. They feel insecure and ambivalent because they inhabit in two worlds-the world of the immigrant parents and the world of the larger American society. At school, characteristics such as assertiveness and independence are stressed, while at home obedience is expected.¹² The 1.5 and second generation essayists were raised in homes where their parents spoke their native language, ate their native food, and practiced their native customs. Yet, outside the home, their culture was marginal and largely invisible.¹³

The 1.5 generation faced the cultural influences much more from larger society. However, once they are with an all Korean group they revert to their Korean personality,

¹¹ Lee Kwang-Kyu, Korean Traditional Culture (Seoul: Jimoonang, 2003)p. 327
and they express all the traditional attitudes and prejudices and assure face, with the nationalistic of their fellow, such as speaking ethnic language, eating ethnic foods and interacting with other Asian immigrants. Children’s social life is often unsupervised by their parents and self monitored.

First generation parents enforce strict rules and guidelines on their children, yet these same children observe how their friends’ parents treat them. Children of immigrant faced the pressure to behave much expected of their parents. The differences in how immigrant parents and their children have been socialized contribute to the conflict and misunderstanding between them.

D. First Generation of Korean American

Social scientist and historians define the first generation as being made up of immigrants or refugees, the first to live in the United State. They are less familiar with culture of the United State. They frequently seek to maintain more of the traditional cultural traditions and customs of their ancestral homeland. First immigrant Korean still uses ethnic language even though they live in new country.

At home, immigrant parents will most likely speak their native language, cook their ethnic foods and expose their families to the various cultural rituals passed onto them by their own parents. As a result, parents have a hard time communicating with their children because their limited English speaking abilities. Sometimes, parents will speak Korean and the children will respond in English.

14 Mary Yu Danico and Franklin NG (2004), loc. cit.
15 Lee Kwang-Kyu (2003), loc. cit.
Immigrants are those who migrate to the United States voluntarily in search of better education, jobs, and opportunities. Yet Koreans, like all Asian Americans, continue to suffer pervasive discrimination in precisely these kinds of occupations, forcing very many Korean Americans into a wide range of other occupations. Korean attempt to recover from hardships through hard work. Most notably, many who could not find the jobs they were trained to do instead became self-employed, running a wide range of small business. Because of the difficulties in the interaction with Americans, many Koreans engage in small business, choosing entrepreneurship as a job career.

Another common characteristic of Korean American is their determination to educate their children. Korean parents are much concerned with the education of their children. Like other parents immigrants, Korean Americans parents expect and often demands that their children achieve the perquisite standards of success: outstanding grades, acceptance into a top tier college, a high-status job that is both secure and well paying. The desire to pursue higher education is so pronounced as a cultural value among Korean American that they are represented at many colleges and universities. It because education is the only possible means for social mobility, where access to quality education is fiercely competitive and where families invest a disproportionate amount of their resources in supplementary education in order to improve their children’s future opportunities.

---

17 Ibid., p 326
19 Mary Yu Danico and Franklin NG (2004), op. cit.31
The Korean has characteristics, which set them off from their neighbors and make them a distinct people.\textsuperscript{20} For the parents, the immigrant image isolates them and makes it difficult for them to blend into mainstream society. In immigrant families, parents are usually more comfortable and less strict with their children when they hang out with co-ethnic friends. It caused them to be afraid to bring their Americanized friends to their homes.

No matter how much they tried to deny the Korean origins on their migrated soil, they cannot give up the origin in the diversified society. To keep and try to keep their ethnic pride in a host of country, this is the final destination of overseas Koreans.

E. Generation Gap

There are differences between the immigrant, 1.5, second and subsequent generations. It is not unusual to hear about conflicts and divergences between first and second generation or 1.5 generation. It is frequently described the cultural divide between the immigrant and American born generation.

The gap between the old people and the young is called the generation gap. It is the difference in the attitude, priorities, and views among generations. It is a fact of life that the generation gap or "clash" is a fact of a life accepted by all generations, all over the world and through all time. Generation gap is a more modern term for the difference between generations, or milder than the extreme definition which calls this difference as the "clash" between the opinions, the attitudes and the behaviors of the younger and the older generations.

This difference in the general outlook at life arises which is manifest in the difference of opinions and social values, in addition to the difference mannerism and behavior between young people and older people within the family as well as within the social contexts.

The gap generation that exists between the younger and older generation can best be indicated by the difference of ideas between the young people and the older people in the family. The younger generations are quicker to accept and adopt the modern values. On the other hand, the older people despise the modern values. They consider the young generation shallow, lacking knowledge and moral depth. This difference can best be seen in the difference of interests and hobbies.

The difference includes the moral and social values, as the different generations see notions such as marriage, love, happiness, decency, and decorum from different perspectives. Within the family sphere that leads to much arguments and sometimes clashes between the young people and the elder family members.

Within the social context, the young generations' behavior in general is looked upon by disdain by the older generations. It is natural that every age has its own social codes which include the manner of dressing, of behavior, and of farming relationships with others.

Moreover, the elder generations hold fast to tradition and old customs, which they consider as part of their cultural heritage or social values. Younger generations, however, prefer to adopt modern values, and as a result they create their own ways of behavior.
As to the different attitude of life, the people belonging to the old generation always wonder what has gone wrong with the new generation. They feel that during their time, young boys and girls were better behaved, more obedient and had greater respect for elders. Young people, on the other hand, feel that they are capable enough to learn on their own rather than lean heavily on the older generation for any guidance. Young people do not like to be spoon-fed by their elders.

The generation gap is a popular term used to describe big differences between people of a younger generation and their elders. This can be defined as occurring "when older and younger people do not understand each other because of their different experiences, opinions, habits and behavior."

In traditional Korea, the typical family was large with three or four generation usually living together\(^{21}\). There are differences between the immigrant, 1.5, second, and subsequent generation. These generational groups have different experiences, which are largely shaped by their family, community, and social connections. Generational differences in Korean American Family are often attributed to the conflict between younger and older generation. It is usual to hear about conflicts and divergences between first generation and 1.5 generation, it is frequently described the cultural divide between the immigrant and their children, it caused a generation gap conflicts in value, attitude, moral and worlds views between the young and old.

The first generation undoubtedly is more familiar with their Asian homeland. Its culture and its practices. Conversely, the 1.5 generation is more familiar with the

culture and history of the US, but they have less knowledge about the homeland from which their parents arrived, because of this divergence in from which their parents knowledge about the parents homeland versus of the US, it is fairly common to have a cultural gap or even conflict between the first and 1.5 generations.

Their children have been raised under a different set of circumstances: they were exposed to not only their parents influence, but also the influence of the media, school, peers, and community organizations. These various setting influence the way Korean American youths view society, politics and even culture. While the cultural familiarity allows parents to adjust and gain a sense of community, the children encounter different set obstacles bridging the gap between they experience at home and what they encounter at school and in the mainstream media. Differences between two generation grew significantly in comparison to previous times, particularly with respect to such matter as musical tastes, fashion, drug use, culture and politics. Cultural differences between Korean American parents and their children create generational barriers that contribute to the generation gap.

Most of the Asian American populations are immigrant, for these children, the cultural gaps they experience at home and outside in the community and larger society impact the relationship they have with their parents. The hope and expectations of the first generation of immigrants differ considerably from the lives and concerns of their Americanized children, who must grapple with all issues associated with growing up in America. More over, they have conflict with the culture and expectations of their parents, as 1.5 generation is more familiar with the culture of the US. Korean American parents

---

22Culture is ideas, customs, skills, arts etc of people or group that are transferred, communicated, or passed a long as in or to succeeding generations.
are fully responsible for their children behaviors, this perception is rooted in Korean. While immigrant parents expect their children to behave much as their own parents expected of them, the children in US are faced with peer pressure and cultural pressures to fit in and assimilate. This causes what many have termed the “generation gap” between the first and 1.5 generation.

CHAPTER III
RESEARCH FINDING

A. Data Description
In chapter III, having read the novel, the writer finds some statements as the corpus of the characters analysis.

1. The list of characters in Anna’s Wait for me

<table>
<thead>
<tr>
<th>No</th>
<th>Characters</th>
<th>Corpus</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mina</td>
<td>I thought about all the lies in my life struggled to get my voice back. “My mother makes it hard. I have do things that I don’t want to because of her”&lt;br&gt;When had what Uhmma wanted become more important than I wanted? Did I even know what that was anymore?&lt;br&gt;Jonathon unlike me, had time to himself….I barely had enough time to make a few after school meetings for chorus and clubs.&lt;br&gt;Uhmma and Apa relied on us, and mostly me, to help out at every opportunity. Before school, after school, during vacations and summers. “I’m going to chain you to your bed if you don’t stop sleepwalking” I joked even as I thought seriously</td>
<td>Liar Stable</td>
</tr>
<tr>
<td>2</td>
<td>Mrs. Kang</td>
<td>“Come on.” I stood up. “It’s late. Uhmma’s gonna pissed if we don’t hurry up.” I braced my self for uhmma’s anger</td>
<td>Angrier Stable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Mina as 1.5 Generation of Korean American

Mina is 1.5 generation Korean American. She is a child of immigrant or foreign-born arriving United State when she was a child. She doesn’t have many experiences in Korea because she grows up in America. She is much more assimilated into American life because she receives the socialization, schooling and many experiences in United State. She has far from Korean values and culture and she became more familiar with values and culture from the host country such as she is more fluent in English language than Korean language and she also mocks Korean food which served at her home. In her appearance Mina also gets influences from American culture. As a child of Korean immigrant, Mina gets a high education in America. She also gets pressures to behave much expected of her mother.

As explained in chapter 2, many Korean children loose their mother tongue. Sometimes, parents will speak Korean and their children will respond in English. It also happens with Mina. She is less familiar with Korean homeland. Her environment or
social setting in America makes her less fluent in Korean language. She often finds difficulties to use Korean language.

I struggled to find the right Korean for it and I couldn’t. I switched to English. “She is not some kind of freak.” (An Na 2006, 109)

From the quotation above, it can be identified that Mina is more fluent in English language than Korean language. Her fluency is the result of her constant use of English rather than Korean in her daily activities. Her community and social connection also makes her fluent in English because she lives in America since she was a child. The lack of recognition to former culture arises as Mina assimilates into a new culture and acquires English fluency than Korean language.

The process of adaptation for Mina as youth that live in America has given much influences to Mina specifically in addition to coping with cultural of the host country. The cultural influence of America makes Mina lack interested in Korean food. Mina always mock Korean food that served at her home. She thinks that Korean food is something ridiculous.

Yes, uhmma, I said and buried my head deeper into my bowl of je-geh. I held still. Probably something ridiculous, I thought and took another sip of my stew, the red chili oil coating the back of my spoon, my lips. Something as ridiculous as making us eat this. (An Na 2006, 41)

From the quotation above, Mina describes that she doesn’t like to eat Korean food. It shows that Mina leaves her former culture. However, she often pretends to like Korean food in front of her mother, because she is afraid of her mother which wants
Mina to still keep Korean culture. Mina gets cultural adjustment as Korean immigrant youth that living in the United State.

Sociocultural in America gives much influences of Mina in her appearance. In American environment, there is no rule for people in wearing clothes. Peoples in America are free to wear anything that their want. It contradicts with Korean culture which always measures appropriateness or inappropriateness in appearance or attitude. It looks when Mina refused demure clothes that her mother chosen for her. She prefers to use her sexy dress.

She flipped through a few of the dresses, picked one out, checked the tag and held it up against me. No uhmma, I protest, shoving the dress away. Uhmma shoved the dress back toward me. Stop it, Mina put it on. You look like a prostitute in those shorts and tank top. (An Na 2006, 24)

In the text above, it can be interpreted that Mina is highly assimilated into American culture and ignored Korean culture that holds high moral standard. It because in her environment in America she interacts with American. At school, she also has much American friends. As a Korean descendant that lives in new country, she wants to be accepted, she doesn’t want to be different from others. For that, she has to adapt life style and culture of American. More over, Mina has American boyfriend that gives much effects for her. She is deeply impacted by cultural values and norm that he holds.

It is the result of western influence on culture that gives much effect for Mina. She accommodates new customs and ways of life that different from traditional culture. Mina adopts aspects of the characteristics of a dominant culture in wearing clothes. She
begins to adopt Western standards and may denigrate her own background as Korean. She must to straddle her own set of cultural values of the larger society.

As explained in the chapter 2, the 1.5 generation faced the cultural influence much more from larger society. Mina hopes to get freedom in her life, she adapted with American environment where the freedom are emphasized. She wants to be free without any disturb from others. It is shown in the text below.

My music is playing and I am dancing. Singing so loud, my neighbors start pounding on the wall. I liked thinking about that. The freedom of it all. (An Na 2006, 37)

Felt the wild freedom of that beat traveling up my arm and into my own heart. Imagining the world of my own making. To be free of my lies and Umma. To start over. (An Na 2006, 144)

From the text above, it can be interpreted that Mina wants to be free. The freedom perspective is dominant in America, it is because in Mina’s life she is always gets over protective services from her mother. Mina is expected to be obedient and is not allowed to argue with her mother. Mina must follow all regulation from her mother while Mina is a youth person that has much emotion and desire in her mind.

At home, Mina has to maintain her stiff relationship with her mother. There is distance between them. It makes Mina can’t say anything that she wants to her. Mina often pretends her self in front of her mother. In Mina’s life, she gets different expectation at home and in the larger society. At home she has to be obedience child, she has to express all the traditional attitudes and prejudices and assure face with the
nationalistic of her fellows. But outside home independence are stressed. Mina always imagines her self that she can get free from all regulation

Mina is going into her senior year of her high school in California. As explained in chapter 2, the desire to pursue higher education is so pronounced as a cultural value among Korean Americans that they are represented at many colleges and universities. Mina’s mother also enthusiastic of education because the lack of materialistic of her family. She tends to provide the best quality of education. She believes that education is the key to prosperity.

Therefore, they are also expected to perform well on their standardized test, such as the Scholastic Assessment Tests (SAT). There are claim that the workshop or programs of instructions will lead to higher test scores the way to get prestigious college. It also happens with Mina.

Remember Mina, Uhmma started lecturing, you don’t have another chance. Your senior year is very important. Mrs. Kim says that Jonathon only got into Stanford after he got a perfect score on his SAT… (An Na 2006, 11)

Uhmma, I said quickly. I signed up for my SAT preparation class. (An Na 2006, 39)

The free SAT sessions at the library started at 7:00 p.m but uhmma made sure we were out the door of the apartment by 6.30 even though we lived five minutes from the library. (An Na 2006, 56)

From the text above, it indicates that Mina get high education. She joins preparation class in library for SAT (Scholastic Assessment Test) which is examination preparation school to get a good college. Mina has a pressure from her mother to be serious in her study. Even her mother pays attention of SAT preparation class schedule.
Her mother also compares Mina with Jonathon, which is Mina’s Korean friend that gets Stanford education. For that, Mina spends her time for study. She is afraid to make her mother disappointed.

As explained in chapter 2, children of immigrant faced the pressure to behave much expected of their parents. Mina is unable to conform to the unrealistic expectations of her mother. Mina’s mother has chosen Korean American boyfriend to Mina, his name is Jonathon. Jonathon is Mina’s friend since she was a child. Jonathon is has come from respectable Korean family which is one reason her mother likes him. On the other hand, Mina never likes Jonathon.

I quietly nodded, but grabbed the counter, forcing all my hatred into the wood instead of my face. Mrs. Kim could go to hell and take a long her pimply son, Jonathon. I had grown to hate him as much as uhmma idolized him. (An Na 2006, 11)

Uhmma continued, we must find him a nice gift for helping you so much. He has been such a good older brother to you. Mrs. Kim said that when he found out that you were coming here, he canceled his trip to the beach. (An Na 2006, 39)

Uhmma had making plans for me. And it all hinged on the best college. Which led to the best job and husband. The best family. The best life. As much as I hated Uhmma for all the pressure she put on me (An Na 2006, 53)

From the text above, it can be interpreted that Mina gets pressures from her mother. Mrs. Kang not only chooses Mina’s boy friend but Mrs. Kang plans mina’s life. The situation makes Mina feels under pressure. The standard of good life that Mrs. Kang sets are to get good education, good husband, and good job. It has put Mina in pressure. She has a different set of standard for life. For Mina a good life is when she can choose her husband that she like, she can lead her hobby in music, she can get a state college
wherever it places, not only in Harvard like her mother wants, Mina can do anything that she wants in speaking, in wearing clothes, in choosing food that she like. Mina is really hoped that she can get freedom from all of her mother’s demands. Mina affected by her experiences in growing up in the new country. She is easier to be assimilated into the culture and society of America, because she came to America since a child.

C. Mrs. Kang as the First Generation of Korean American

Mrs. Kang is the first generation of Korean American. In her characters, Mrs. Kang is described as one of Korean American who still keeps traditional culture and lifestyle from her Korean homeland. Mrs. Kang represent the first generation that known as entrepreneur, hard worker ethics, high moral standard and more familiar with own culture such using Korean language, cooking ethnic food, wears demure fashion. She also determinate her child education.

As explained in chapter 2, many Korean American engages in small business. Most notably, many Korean in America have achieved success in business. Mrs. Kang represent first generation Korean American that choosing entrepreneurship as a job career. Yet Mrs. Kang like all Korean American running a small business. She believes that is a great potential to pays her life and her family in America. Mrs. Kang as a new comer which uneducational and has difficulties in the interaction with American makes her doesn’t have any opportunities to get job.

A dry cleaning business set time by the rising sun. And there were never enough hands. With the business so slow the last few years, there wasn’t money to hire employees. Uhmma and Apa relied on us, mostly me, to help out at every
opportunity. Before school, after school, during vacations and summers. (An Na 2006, 4)

From the text above, it identified that she takes her family members to help out her to run the Laundromat. She and her family working long hours for that. It because she doesn’t have money to hire employees. However, the location of her Laundromat is among Korean business. Some of them have the same business.

The competitiveness also emphasized in her shop area that makes the business run so slow. But Mrs. Kang is not easy to surrender, she really wants her business will develop. She always admirable to have success in her business like her friend Mrs. Kim which has big restaurant in America.

In Mrs. Kang’s character, she shows hard worker ethic by working long hours in her cleaning business. She wants to be successful in America. Mrs. Kang as Korean immigrant who had suffered discrimination and diversity in the host of country, she had to still manage to secure better life for her selves and her children. She had to pull her self up from hardship and discrimination to become success in United State. She really disciplines to do her work. She also wants her child to be hard worker like her. It shown in text below.

She continues, you have worked too hard to make you life a mess. You have your entire future ahead of you. Anything you want, you can have. You just have to remember to work hard and remain focus. (An Na 2006, 40)

As explained in chapter 2, Koreans attempt to recover from hardships through hard work. They are having many challenges as immigrant in a new country. It also happens with Mrs. Kang as Korean immigrant. She immigrated to a new country with
dreams a better life. For that, they must hard in work and strict discipline as the way to succeed in America while there were obstacles a head. She wants to gain fame and wealth by the strength of her character and hard work.

She does not want Mina to be like her. She wants Mina to attain social mobility of her family. Mrs. Kang really regrets of her past life which makes her moves to America to find a better life. She gives much hope to Mina to get successful. For that, she always warns Mina to hard work in her life.

Mrs. Kang still applies her native culture at her daily life by serving the Korean traditional food at home. She shows up her ethnicity even though she lives in America. Luckily, she has an opportunity to find groceries that allow her to continue serving Korean cooking in America.

Mina-ya, Uhmma called. Take these to the table. Uhmma handed me the steaming hot-bowls of spicy red je- geh. (An Na 2006, 38)

From the text above, it can be interpreted that Mrs. Kang also introduces traditional Korean food to her family as part of Korean culture. She teaches her family to still hold Korean culture. She brings Korean culture in American environment.

As explained in chapter 2, first immigrant Korean still uses ethnic language even though they live in new country. It is because they have hard time mastering English. It happens with Mrs. Kang that more likely to maintain Korean culture from her homeland by using Korean language in her daily life.

Mina have you checked these numbers? Uhmma asked in Korean. (An Na 2006, 10)
Uhmma watched all this with a tight, fake a smile on her face. That is enough, she interrupted in Korean. (An Na 2006, 46)

From the text above, it can be interpreted that she also uses Korean language in her daily life. She is reluctant to leave Korean culture because Korean is her identity. She was born in Korea and get much cultural influenced and experience in Korea.

Furthermore, as explained in chapter 2, first generation of Korean American keeps high moral standard in her appearance and attitude. Mrs. Kang also wears demure dress in her daily life even though she lives in American environment.

Uhmma bowed her head slightly and smiled in a demure fashion, as though she were the recipient of that dreadful compliment (An Na 2006,)

From the text above, it indicates that Mrs. Kang brings her habitual from her home country and continue in her life in new country. The socio cultural experiences in Korea give much influences of Mrs. Kang appearance. She prefers to assimilate Korean values than American values. When she wearing traditional clothes, she feels save because its part of Korean culture.

As explained in chapter 2, another common characteristic of Korean American is their determination to educate their children. In modern society such America where there are no class barriers, for anyone who has a talent and ability to finish education, will be promoted to a higher status in the social leader. This is the main reasons for Mrs. Kang being enthusiastic about education of her children.
I barely enough time to make a few after school meeting for chorus and clubs and that was only because Uhmma knew it looked good on college applications. (An Na 2006, 12)

Did you have a good conversation with him this evening? Did you make sure to ask him all about his application process? (An Na 2006, 39)

The subject of my SATs immediately turned Uhmma’s attention away from receipts. Have you been practicing? She asked (An Na 2006, 11)

From the text above, it can be identified that Mrs. Kang is concerned about Mina’s education while higher education opens the doors to future jobs and career for her child. She has high expectation for Mina to be accepted in prestigious college like Harvard. She doesn’t care that she must pay expensive cost for her child education.

Mrs. Kang is immigrant Korean mother in America that really wants to get success. Mrs. Kang has big expectation that Mina can realize it. For that, she controls Mina’s life definitely. She plans Mina’s future. She maintains Korean values and culture in her daily life as part of her identity as Korean. She tries to keep her ethnic pride in America. She brings cultural and values from her homeland to her new society. She also wants Mina to not lift her ethnicity. She is afraid that Mina will forget her identity as Korean.

D. The Representation of Generation Gap between First Generation and 1.5 Generation in Korean American Family.

Interaction of two individual from different generation which each of them has different orientation makes a generation gap between them. Mrs. Kang wants Mina to
maintain Korean values and culture while Mina wants to lift it. Mina assimilates into the culture and values of America. The difference of cultural influences makes a generation gap between mother and daughter in *Wait for me* novel. The gap is represented through their different culture and point of view because of generational differences.

- **Different habit**

  Mina and her mother have different habit in language adjustment. As explained in chapter 2, children of immigrant learn English faster than their parents did, they also forget Korean as they age. To counteract this, parents try to teach children Korean by talking to them in Korean at home.

  Mrs. Kang represents Korean American parent who teach and push her child to use Korean language as part of Korean culture. She felt anxious about communication difficulties with her child due to her limitation in English and the limitation of Mina to speak and understand Korean language.

  In the other hand, Mina is caught between two different cultures, Korean culture and American culture. As a result, she often tries to use Korean language in front of her mother. It is not because she respects Korean language but because she is afraid of her mother.

  Mina have you checked these numbers? Uhmma asked in Korean while looking over the slips.
  I placed my backpack on top on the counter and answered back in Korean, hoping to keep on Uhmma’s good side. (An Na 2006, 10)
In another time, when Mina and her mother meet Mrs. Kim who is Korean descendant, Mrs. Kang pushes Mina to use Korean language at her. It shown in text below.

Mina, Mrs. Kim said, you are looking more and more like refined young lady…. “Thanks,” I said.
Uhmma shot me a quick scowl.
I sighed under my breath. To avoid the lecture, I added, Gam-sa-hamh-nee-da. (An Na 2006, 26)

From the explanation above, it can be interpreted that Mina and her mother have a gap because language adjustment, Mina is habitual to use English language that was affected from the larger society. It contrasts with her mother that habitual to use Korean language in her daily life. How ever, Mrs. Kang pushes Mina to use Korean language to not lose their mother tongue and for the way to respect Korean culture.

• Different Opinion

As explained in chapter 2, Korean American parents are fully responsible for their children behaviors, this perception are most likely rooted in Korean. Mrs. Kang represent Korean American parent that holds this perception. She always gives over protection to Mina. She also interrogates Mina if she goes out from the house. She often asks Mina definitely.

How uhmma always had a million questions about where I would be, who was going with me, each lie had to be crafted with care. (An Na 2006, 103)

I had a long ago stopped asking to go out with school friends. And they had stopped asking me come along. (An Na 2006, 12)
Uhmma had making plans for me. And it all hinged on the best college. Which led to the best job and husband. The best family. The best life. As much as I hated Uhmma for all the pressure she put on me, force all times she bragged and held me out like some show pony, as much as I wanted to scream at her, I couldn’t. Because I knew how she had sacrificed to me. (An Na 2006, 53)

From the text above, it indicates that Mrs. Kang is over protected to Mina. She limited Mina social life in America. In Mrs. Kang opinion, she is consider to control her child life as necessary to prevent delinquency or other behaviors from her child outside home that would bring shame to the family.

On the other side, the regulation from Mrs. Kang also gives bad affect to Mina. It makes Mina have childhood problem tend to be overcontroled behavior such as fearfulness and isolatisation that makes Mina feels desperate. Mina disassociated from youth society. In her mind, Mina wants to be free without any demands from her mother. It shown in the text below.

Felt the wild freedom of that beat traveling up my arm and into my own heart. Imagining the world of my own making. To be free of my lies and Uhmma. To start over. (144)

From the text above, it indicates that there are a gap between Mina and her mother because of different opinion or perception. Mina wants to be free in her life as youth people that lives in America, it also contrast with her mother perception that controls Mina’s social life as parent that has responsibility to her child.

- Different Expectation
As explained in chapter 2, Immigrant parents are concerned in education of their children. The parents usually sacrificed themselves for the education of their child. The desire to pursue higher education is pronounced as a cultural value among Korean Americans. It because higher education opens the doors to future jobs and careers. It provides the opportunities to be success and a comfortable income in later life. Mrs. Kang represents parent that had strong hold on the progress of her child education.

All my life Uhmma had held up Harvard as the way to my future. She had told me this myth so many times that I had come to believe it was true. If I couldn’t get into Harvard. What was the point? For when you have dreamed and talked about a goal, hoped for so long, not anything in comparison held alight. (An Na 2006, 37)

Uhmma’s eyes softened around the edges. She spoke in a whisper, if only Harvard were not so far away. Maybe Stanford would be a better choice. Aii. But Harvard is the best. I do not believe what Mrs. Kim says. Harvard will always be more respectable than Stanford. (An Na 2006, 108)

From the text above, it indicates that Mrs. Kang has much expectation to Mina that she can get Harvard education. One thing to define success for an immigrant like Mrs. Kang is through the education of her child.

On the other side, Mina knows clearly that she can’t realize her mother’s expectation. Mina only hopes that she can get state school. It shown in the text below.

I didn’t know why I was even bothering. It wasn’t like The SAT was going to change anything. Even If I got a perfect score, my GPA would bring me down. The best I could hope for was a state school. But that just wouldn’t be enough. Not for uhmma. I blew out my breath. (An Na 2006, 53)
From the explanation above, it concluded that Mina and her mother have a different expectation in their life. The different expectation between Mina and her mother makes conflict between them.

- **Different Experience**

  As explained in chapter 2, differences between two generation grew significantly in comparison to previous times, particularly with respect to such matter as musical tastes, fashion, drug use, culture and politics. Mina and her mother have different fashion interest. It makes a conflict while Mrs. Kang pushes Mina to follow her fashion style. Mrs. Kang chosen dress that Mina has to wear. It shown in text below.

  Here Uhmma said and handed me a dress that I had been too tired to fight off. I kicked my shoes and took my t-shirt. Uhmma sat down on the bench with her pile of choices in her lap. I pulled the dress over my head. The reflection in the mirror was awful as the dress felt against my skin. The pale green color made me look as though I should have been working at a hospital except that the dress had tiny, fake pearl buttons down the middle. More like nurse at a nursing home. I reach to pull off the dress. .. “I don’t like it” I said and rushed to pull it off (107)

  I struggled out of the dress and handed it back to her. I reached over to my chosen pile of clothes and picked up some new jeans and a blue shirt. I didn’t answer her. (108)

  From the text above, it can be interpreted, there are a different fashion style between Mina and her mother. Mina likely to use dress as youth that live in American environment.

  It contrast with Mrs. Kang, which is from different generation with Mina, therefore her chosen dress that collision with Mina. The situation often makes conflict between them.
Different Cultural

Furthermore, as explained in chapter 2, cultural differences between Korean American parents and their children create generational barriers that contribute to the generation gap. It happens with Mina and her mother. Family is a key factor in maintaining one’s ethnic culture and identity. At home, Mrs. Kang most likely cooking their ethnic food and expose their families to keeps ethnic food. On the other side, Mina has less interest with Korean food, she also mocks Korean food that served by her mother. It shown in text below.

Yes, uhmma, I said and buried my head deeper into my bowl of je-geh. I held still. Probably something ridiculous, I thought and took another sip of my stew, the red chili oil coating the back of my spoon, my lips. Something as ridiculous as making us eat this. (An Na 2006, 41)

From the text above, there are cultural difference between Mina and her mother. Mina has far with Korean culture and her mother still preserved Korean culture in her life. While Mrs. Kang hold on to her own perception of what Mina supposed to be, Mina are force adapted with culture of the larger society.

The gap that occurs because of the differences that have been mentioned above between mother and daughter creates conflict between them. Both of them become reluctant to understand each other, as a result each has different expectation for the other.

The differences in how Mrs. Kang and Mina have been socialized contributed to the conflict and misunderstanding between them. The differences between Mina as younger generation and Mrs. Kang as elder generation happens a conflict between them that contributed to generation gap.
CHAPTER IV

CONCLUSION AND SUGGESTION
A. CONCLUSION

*Wait for me* is a novel written by An Na, one of famous Korean American authors. The conflict that often appears in Korean American family inspired her to write the novel.

In the novel, An Na describes about Korean American life, representation of generation gap between two main characters Mina and her mother. An Na performs different cultural and point of view on Mina and her mother because of generational differences.

Mina represents 1.5 generation of Korean American and Mina’s mother represents first generation of Korean American. Mina and her mother always contradict with each other and create conflicts between them. Mina who is represent 1.5 generation of Korean American. She becomes lack of recognition to former culture, free person, get high education and get pressure from parent.

The first generations of Korean American are known more familiar with Korean culture because they are born in Korea and come to America as immigrant. Even though they live in America, they prefer to speak in native language, eat traditional food and hold their cultural heritage. The first generations are known as entrepreneurship, hard worker ethics preserve former culture and tradition, and determination to educate their children. In *Wait for me* novel, An Na represents the first generation Korean America through Mrs. Kang, which is an immigrant who came to America with her family to find a better life.
Because of their different cultural influences, Mina and her mother often make a conflict. Mina’s mother always push Mina to follow her rules, Mina have to keep Korean culture. She also plans Mina’s future such as Mina has to get best husband, best college and best job. On the other side, Mina is frustration because of the pressure from her mother, Mina could not be her selves, and Mina must follow her mother want. This situation then creates conflict that contributes to the generation gap between them.

B. SUGESTION

In this thesis, the writer uses representation theory to analyze the novel. Besides, the writer also analyzes the major character that can help the readers in understanding the novel. However, the writer would like to propose the following suggestions:

a. For the researchers who want to understand the story of the novel, to know about characters because they are important elements that on develop a story

b. For the researchers who are interested in doing the same research particularly concerning about generation gap and literary work to read various theory to get more wide knowledge and deep analysis.

BIBLIOGRAPHY


http://www. Acehinstitute.org/ April, 2008


http://www. kahs. org/ August, 2008