CHAPTER V
CONCLUSION AND RECOMMENDATION

This was the last chapter of the research. In this chapter, that consisted of two parts, the current study presented the conclusion of the previous chapter and suggested some recommendations for further research. The first part was the conclusion. It told the main results of what had been discussed in the previous chapter. Then, the second part was the recommendation. It gave some recommendations for further study.

5.1 Conclusion

This movie showed a complicated mother-daughter relationship by their characters, Ming Lee and her daughter Meilin Lee or Mei-Mei. By using Mary Main's theory on disorganized attachment which she developed from Bowlby's attachment theory and then supported by other scholars like Lyons Ruth and Jacobvitz (2008: 666-697), this current research concluded the disorganized attachment of generational trauma. Thus, the behaviors of disorganized parents and infants could result in generational trauma. There were three major behaviors of disorganized parents and infants that connected and created generational trauma portrayed by Ming Lee and Meilin Lee; they were negative-intrusive behavior, role confusion, and disorientation.

The first point revealed how Ming's character was always upset about anything that did not go with her will as her negative-intrusive behavior. As mentioned in the main theory on disorganized attachment, parents categorized in

this attachment would show anger response and sometimes it could reach to the point of extreme rage. As a mother, Ming justified her anger response as a way she loved her daughter. However, it only made the infants scared and they often dazed, dissociated, or confused. It showed whenever Mei-Mei got scolded, she could not act quickly, stay silent, and went with whatever her mother said.

On the second point, it explained how Ming had little or no understanding of personal boundaries as her role confusion. Even though Mei-Mei is already 13, Ming still interfered with her daughter's life as if she was a little child. She investigated Mei's notebook and followed Mei-Mei to her school. As a response, Mei-Mei was decreasing her trust in her own mother.

On the last point, it explained how Ming acted as a disorganized parent by the way she was afraid of showing her vulnerability, but she actually could do it out of reflexes. Ming did not want to show her vulnerability to her mother. She showed it by mirroring her mother's appearance to look bold as her. She also did not want to show her vulnerability to Mei-Mei by not telling her the trauma that she had experienced since she was young like her daughter.

All in all, it revealed how all of Ming's behavior was a part of trauma that she had experienced in the past that remained unsolved, and she unconsciously transmitted the trauma to her own daughter. Her disorganized behavior that she always justified as a way of loving her daughter actually made her daughter fear her, that was why it was called disorganized attachment. Her trauma of the past was not solved, so she behaved like in the three points that the current research explained in the previous chapter. She did not want her daughter to end up like her, but with

her behavior throughout the whole movie, she just repeated the family problem of having disorganized attachment. This repetition then resulted in generational trauma.

5.2 Recommendation

There was a recommendation of theory that could be used as different approaches in analyzing the movie further. Through this recommendation, it was expected to inspire further research on Domee Shi's *Turning Red* (2022). The theory that this research recommends was semiotic theory. By using semiotic theory, the researcher could find some meanings throughout the movie by the appearances of the red panda. It was a small mammal that was associated in eastern Himalayas southwestern China. In Chinese mythology, red panda held strong spiritual meanings. The theory might be helpful to uncover those spiritual meanings as the red panda often shown in the *Turning Red* (2022) movie.

Moreover, this current study suggested providing a study that could show the possibility of positive impact from a disorganized attachment. The current study only provided information of the negative impact from disorganized attachment which resulted in generational trauma. However, Mei-Mei actually turned out to be a diligent child and the smartest in her class. Thus, there was a possibility that this attachment style also had positive impact in some kind of way.