

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

There are four stages of Cultural Adjustment, which is shown in the “U-curve”. The first is honeymoon phase; the second is cultural shock phase; the third is adjustment phase; and the last is mastery phase. Discussions on each phase is analyzed and interpreted as follows:

4.1. Honeymoon Phase

In the Honeymoon stage, the immigrants are busy with new things. They are observing the new culture and familiarizing with the new environment. They also see and do new things and enjoy a new world. In the first picturebook, Yoon is shown as someone not amazed about her new environment. She is just upset ever since the first time she moves to the United States. In the second picturebook *Yoon And The Christmas Mitten* (2006), however, the honeymoon stage is found.

In fact, in the second picturebook, Yoon experiences honeymoon stage and adjustment stage at the same time. As shown in figure 4.1 there are six elves bringing presents and are all flying freely around the page. This page is full of red and white colours; to show how cheerful a Christmas setting could be.. In the page, there is also the freckled boy, who is whispering to Yoon: “Santa comes on Christmas Eve and brings us presents.” The boy’s whisper makes Yoon try to imagine the presents and the elves. It is depicted from the picture of Yoon’s eyes, where she is looking up as if she is imagining something about what it means to have Christmas.

For Yoon, Christmas celebration is a new thing, and it makes Yoon amazed. It is interesting to see how Yoon imagines the elves's appearance to look like Koreans. This is because the elves have slanted eyes and white skin. This is proof that Yoon's imagination is still fully related with Korean scenes. Yoon's first imagination about Christmas shows that Yoon accepts the new environment as a happy moment in her life. Imagining the presents makes Yoon happy. This Christmas happiness is shown in Figure 4.1.



Figure 4.1

Yoon's imagination about Christmas

(Recorvits, 2006, p.3)

Figure 4.2 illustrates another of Yoon's honeymoon stage. In here, Yoon's teacher's face is seen. The face is an American one as freckles are shown on her cheeks and the hair of the teacher is blonde. In the picture, there is also an old man holding a long candy cane stick in a red suit. The man looks like Santa Claus in a simpler red suit without the green belt and shoes. The Santa Clause is depicted in a simpler way. It is because Yoon does not really know how a real American Santa Clause looks like.

The other honeymoon stage is when one of the boys in her class has a talk with her indicates that she has been accepted as a part of the class. The way Yoon

refers the boy as “the freckled boy” indicates, however, that Yoon is still defining herself as being different from her friends because she has no freckles nor blonde hair.

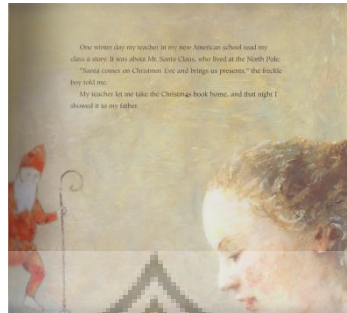


Figure 4.2

Yoon's Teacher

(Recorvits, 2006, p.4)

After school, Yoon happily tells her story about Santa to her parents. Yoon is very excited about Christmas. It is a new thing for her and therefore she can not stop talking about Christmas and the presents from Mr. Santa. These scenes show Yoon's honeymoon phase. She is really amazed and excited about Christmas things.

“Look, Father?” I said

“Here is a story about Mr. Santa Claus.”

I told my father all about the man in the red suit.

I giggled and turned to the page with the sleigh piled high with presents.

(Recorvits, 2006, p.5)

The line “I told my father all about the man in the red suit” shows Yoon's excitement about Christmas. She can not wait to share this amazing new thing to her parents at home. She is not thinking about to whom this culture is belonging. All she knows is Christmas is an amazing celebration. The line “I giggled and

turned to the page with the sleigh piled high with presents ” shows that for her, Christmas is just great and she is happy about the presents from Santa Clause.

4.2. Cultural Shock / Crisis Phase

Yoon’s first few days in her new place is her crisis phase. Yoon’s Culture Shock stage begins early in the first book entitled *My Name Is Yoon* (2003). In this picturebook, Yoon’s father tries to teach her learning English. The first thing she must learn is to write her name in English. But Yoon does not like it. Yoon feels uncomfortable with her name in English. She said; “My name looks happy in Korean. The symbols dance together and in Korean my name means shining wisdom. I like the Korean way better.” (Recorvits,2003,p.4). These lines show that Yoon is facing her culture shock which occurs when the anxiety and bad feelings come out while someone has to operate within a whole new cultural and social environment. She talked about the meaning of her name in Korean. It implies the feeling of her not wanting to lose her identity through her Korean name, which means “The Shining Wisdom”. Even though her father tells her that her name is still the same by saying “Remember, even when you write in English, it still means Shining Wisdom”, she still hates the idea of writing her name in the alphabets of English

Figure 4.3. shows when Yoon’s parents are teaching and telling Yoon, their only child, about something serious. The seriousness is shown through the gestures and facial expressions. There is no happiness portrayed in this page. Yoon father’s pose looks like he is pushing Yoon and giving her more pressure to do something that Yoon does not like. Yoon’s mother face is tense, too. Both

mother and father are teaching Yoon to write in the English way. In response to her parents' wants, Yoon's gestures show some kind of protest. She seems to not care about anything her parents is saying to her. She seems to just say yes to everything that her parents ask her to do because it is the usual Korean way to show respect to parents by doing so. But from the way she seems to look into space, deep inside she is showing the fact that she does not like the English way.

Eventhough her parents praise her, she does not how favor toward their request on her English name's writing. "Look! He called my mother. See how well our little Yoon does !" "Yes, she said", "I wrinkled my nose" (Recorvits, 2003, p. 6). Even though her father praises her for her hand writing, she wrinkles her nose. This showing of the wrinkled nose means an expression of disagreements at something (Parvez, 2015). The wrinkling of her nose shows how Yoon is sad, depressed and irritated about it. Her protest or anger at simple things, depicts that she is in her culture shock phase.

The background colours of the picture of the scene are orange, blue and black. It seems like it is in the evening when the whole family members just come back home from their activities and are having small talk towards one another about their daily routine. The evening in this picture is, however, also illustrating a quiet and boring house. It does not show the beauty of the sunset or the peaceful feeling of the sea breeze. The situation instead is supporting Yoon's feelings of sorrow, anger, and despair. The background seems to support what is deeply buried inside Yoon's heart and mind, which is the feelings of anger for being

forced by her parents to leave her original identity in order to learn how to become a whole new person.



Figure 4.3

Yoon's father and mother teaches her to write in English

(Recorvits, 2003, p.7)

Yoon's first day at school is described in Figure 4.4. She gets to learn the new word "cat". Knowing a new vocabulary, she then decides to initiate to write "cat" instead of her name in order to replace her name's writing. This scene is actually showing Yoon's symptoms of cultural shock phase. She is doubting herself. There is a sense of failure inside her and that is why she wants to hide behind the word "cat".

In more detail, Figure 4.4 shows how in the classroom Yoon is with all of her friends, who are Americans. The American characteristics of her friends are shown by the colors of their hair, skins and eyes. The first child has blonde hair; the second child has brunette hair; the third child has dark skin; and the last child is a blonde girl with blue eyes and freckles on her cheeks. It is interesting to see that the background of the classroom is dominated by darkness. There is only little amount of sunlight. This seems to describe Yoon's point of view at that moment.

Yoon seems to feel unconfident with the class and also the students in it. She feels sorrow in her heart because she feels different. It bothers her to know that the girl with blue eyes in the classroom is keeping her eyes on Yoon while the teacher is teaching. It seems that the girl is analysing Yoon, “the new girl” in order to find out all of the weakness that Yoon may have. For Yoon, the class starts to feel boring and the blue eyed girl is surely starting to annoy her.

The class starts to get interesting, however, when the teacher imitates the pose of cat with her feet getting apart to show the power of freedom, like most Americans’ personality. That’s why Yoon wants to be a cat. She is longing to get accepted and being free, so she wants to write her name like “cat”.

Figure 4.5 shows Yoon in black and white. It seems to support her gloomy feeling about the classroom situation. Although her eyes are only show partially, it shows the emptiness she feels. Nothing happy is in Yoon’s heart and mind. . This



Figure 4.4

Yoon’s First Class Situation

(Recorvits, 2003, p.9)

makes her want to become a cat stronger, because a a cat can hide in the corner. This scene gives the implication that Yoon wants to be alone and keep a distance from the strangers that are in the class. She feels unsafe and lonely, and these feelings make her want to be only with her mother.

Not liking the classroom situation, after school is over, Yoon tries to persuade her father to go back to Korea. However, her father says “America is your home now”. Her father’s response negates Yoon’s thought of going back to her home country. So, she has no choice but to stay and survive in her new place. Once her father says that America is their home, then it means that everything she says to her father is useless. She has to live her new life whether it is good or not for her. This is why she writes the words “CAT CAT CAT” in capslock. It indicates her feelings of sadness and rejection.

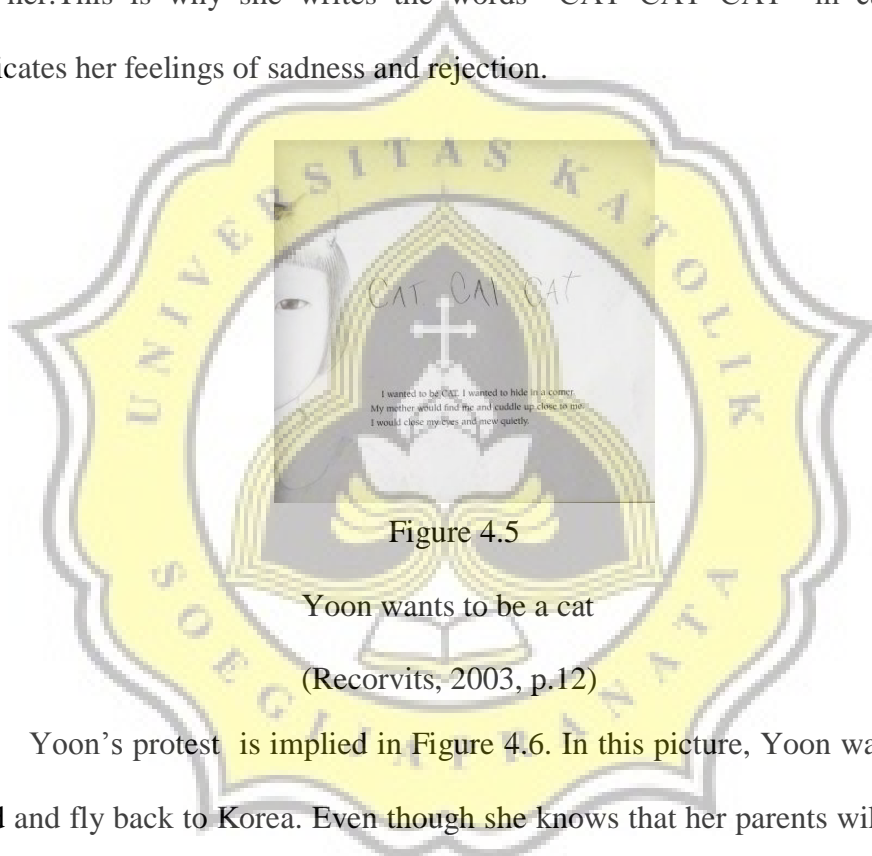


Figure 4.5

Yoon wants to be a cat

(Recorvits, 2003, p.12)

Yoon’s protest is implied in Figure 4.6. In this picture, Yoon wants to be a bird and fly back to Korea. Even though she knows that her parents will not bring her back to Korea, she still wants to go back even though she has to do it by herself. She says, “I would fly to my nest.” Nest is the most important thing for a bird. Wherever a bird goes, it will come back to its nest. This is what Yoon wants to do. She wants to be a bird to show her love for Korea. She loves Korea, as much as a bird loves its nest.

In this picture, Yoon is shown standing in a room with trees on the walls. It looks like a neat house to live in, but the grey colour which looks like a fog covering every inch of the room, indicates darkness and desparateness. Yoon can hardly go outside the window. She can watch people and the environment around her, but she can not reach them. There is a big wall which looks like a cage for Yoon. It hinders her to go outside. She is standing steadily and flinging out her hands like a flying bird. She wants to be free like a bird, but like shown in Figure 4.6, there are paintings of trees on the wall. The trees on the wall may show comfort for a bird like Yoon because of the fresh airy feeling it may bring, but at the same time it is like the strong steels of the cage that prevents Yoon from going outside of the room.

Yoon looks like a bird in a cage. She wants to go out to play with her friends but she does not have anyone to accompany her. She feels like being trapped inside her own cage. She is forced to love her new home that is very different from her nature. She is just like an animal in a zoo, which is forced to live in their artificial home. She desperately wants to go back home in Korea, but there is nothing she can do. This cage imprisons her, and she feels very lonely. Instead of writing her own name, Yoon writes “BIRD” on her paper. She draws a red robin for her teacher, and her act makes her teacher smile. Unfortunately, imagining herself as a cat or a bird actually is not enough to express Yoon’s deepest feelings to her teacher.

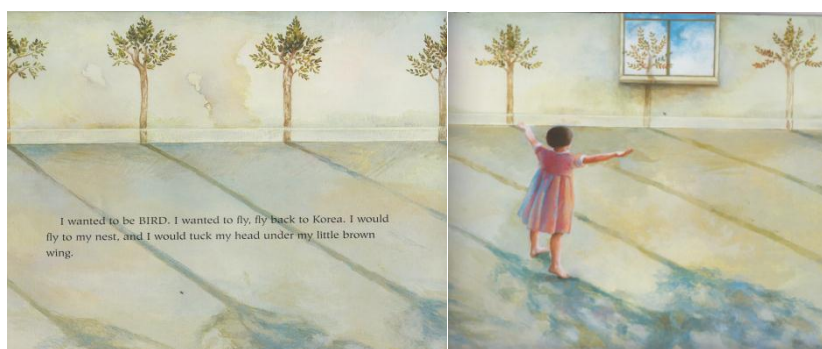


Figure 4.6

Yoon Wants to be a Bird

(Recorvits, 2003, p.17-18)

Now after writing the word “cat” and “bird”, her next word is “cupcake” like shown in Figure 4.7. She wants to be a cupcake, because she wants to be loved by everyone in her classroom. She says, “I wanted to be a CUPCAKE. The children would clap their hands when they saw me. They would be excited and would say “CUPCAKE!”. This scene is showing that Yoon is longing to get accepted by her friends. She wants her friends to like her just like their love to a cupcake.

In Figure 4.7 Yoon looks very happy. Her face looks incredibly happy when all of her friends look excited when calling out to Yoon the cupcake. Viewing from the cultural adjustment phase, Yoon’s desire to be a cupcake is her way of expressing her willingness to change herself into someone or something beyond her identity. The motive of change is due to her attempt to win her friends’ attention. When some of her friends, point at the cupcake on her head, Yoon responds by giving her small smile to express the happiness she has. Seeing the happy faces of her friends are the only thing that Yoon really wants. Yoon wants everyone to smile widely while seeing her with the cupcake.



Figure 4.7

Yoon wants to be a cupcake

(Recorvits, 2003, p.23-24)

One day, Yoon makes friend with a girl who really gives her a cupcake. This little act encourages Yoon to step up to a whole new level in her life as an immigrant. She feels accepted by her new environment. This acceptance enables her to embrace her new identity as a Korean-American girl. It is described in the following lines:

“After school I told my mother about ponytail friend. I sang in English “You make us proud, Little Yoon.”

“Maybe America will be a good home. Maybe different is good, too” (Recorvits,2003, p. 24)

Yoon changes her point of view of being different. As pictured in Figure 4.8, everyone looks happy. Their expressions display happiness. This is why, Yoon looks like a girl who wants to tell good news to her parents.

She holds her hands behind her back and admits that she successfully defeats her desperateness.



Figure 4.8

Yoon happy to be different

(Recorvits, 2003, p.26)

At the end, Yoon is gradually able to pass her cultural shock or crisis stage. Now, she understands her new identity. Furthermore, she is comfortable now with the reaction and responses of the new people surrounding her. Her line “Yes, I am YOON” (Recorvits, 2003, p.29) shows that she adopts a new identity as a Korean-American girl. The writer of the picturebook capitalizes the word YOON to show the emphasis that Yoon is now a Korean girl with Korean name, who can write in English and is accepting the American way of life.

Figure 4.9 shows three girls in the field playing together. They look happy. On the top part of the page is a picture of a hanging feet. It is Yoon’s feet, who can fly freely now. In this picture, Yoon finally gets the free feeling of flying like a bird. Now that Yoon has many friends, she can finally smile like her imagination of being loved by everyone who likes eating cupcakes. She can understand now, what the new identity can give her. She is now not only a Korean girl, but also a Korean-American girl. Writing her name “YOON” in

uppercase means, it does not pose any problem to her anymore. She realizes that writing her name in English does not change it's Korean meanings. She is still the same girl who is full of shining wisdom. She is now comfortable with it.

Looking at the colors used for the background of Figure 4.9, which is the greenfield in the evening, it shows a promise for a new and fresh beginning for her as a Korean-American girl. In the picture is seen three little girls who are happily running and chasing each other. On top is a pair of feet from Yoon, who showed her ability to be happy as she can fly in great freedom.

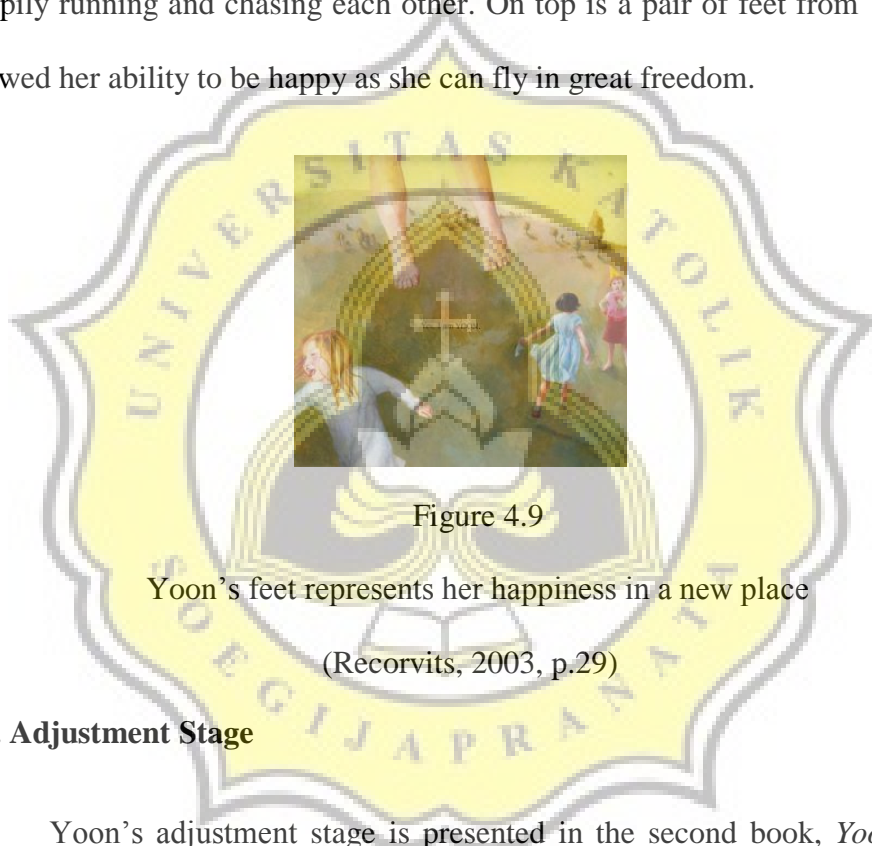


Figure 4.9

Yoon's feet represents her happiness in a new place

(Recorvits, 2003, p.29)

4.3. Adjustment Stage

Yoon's adjustment stage is presented in the second book, *Yoon and the Christmas Mitten* (Recorvits, 2006). In this book, Yoon tries to adjust into the American life. It makes Yoon want to learn and do more things related to United States, especially about Christmas. The problem comes when Yoon's parents forbid her to celebrate Christmas. They even tell her to stop talking about it. Yoon's parents are trying to teach their daughter to maintain their customs and not to adapt to any American cultures. It is seen through these lines from the

picturebook: “We are Korean. Santa Claus is not our custom” “Little Yoon, we are not a Christmas family. Our holiday is New Year’s Day.” Yoon’s parents know that their daughter has already gone too far, and it is the time to tell her the limit of learning and adapting to new culture. They do not want Yoon to be an American and abandons her original customs as a Korean.

In Figure 4.10, Yoon looks very angry as she holds her book tightly when she hears her parents’ explanation about Christmas. It means deep in her heart., she still wants to learn and do every American culture related to Christmas. It is very precious for her to have many more friends by enjoying Christmas with them, but her parents have forbidden her celebrating Christmas. Yoon’s father is furious about this situation. His face looks irritated and strongly disagrees with the idea about Christmas.

In the picture, there are a lot of presents and toys floating in the air with a dark green background. It is depicting Yoon’s disenchantment. If her parents say no to Christmas, it means that there is no Santa Clause and no presents for her. According to Won (1998) in his book entitled *The Korean Americans*, Korean’s specific religious affiliations are: Buddhism, 27.6%; Protestantism, 18.6%; Catholicism, 5.7%; Confucianism, 1.0%; and other beliefs, 1.1% . It means that about half of the population are dominated by Buddhist and the other half is by those not having any religion. So, when Yoon mentions Christmas, her parents disagree because it is not a Buddhism event.

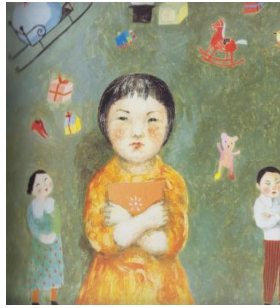


Figure 4.10

Yoon is angry at her parents

(Recorvits, 2006, p.4)

“Our holiday is New Year’s Day. We will visit our friends the Kim family. “

“You can wear your red dress on the celebration day.”

“I do not like that dress! The collar pinches, and the buttons pop open!” (Recorvits, 2006, p.5)

New Year’s Day is celebrated at the start of the lunar calendar, which is the 1st January. Most Korean people will try to commemorate this event with their family, rather than Christmas. Everyone in Korea usually wears *Hanbok*, a Korean traditional dress. Unfortunately, Yoon does not want to wear her old dress. She says that her dress’ collar pinches her, which means that her *Qipao* dress hurts her when she wears it.

As seen in Figure 4.11, *Qipao* (picture on the right) is the dress that Chinese people use when celebrating Chinese New Year Day. This *Qipao* dress has a pinched collar and has a slim fit model.

Koreans prefer using it when they feel that wearing *Hanbok* (picture on the left) is too lavish.



Figure 4.11

Hanbok and Qipao

(Linda, 2011)

The *Qipao* dress is an alternative product to not wearing a stand-out outfit that will draw people's attention. That is why they choose a simpler outfit like this *Qipao* dress. Yet, it is this *Qipao* dress that hurt her neck that makes Yoon want to celebrate Christmas instead.

There are also many toys in the background of the picture. This becomes one of the reasons for Yoon's excitement because she imagines that she will also receive presents from Mr. Santa Clause, just like her American friends. Although, Yoon's want to be with the majority is good, Yoon's father takes a lot of things into consideration. Her father does not want her knowing and celebrating Christmas because it will give an impact to her identity soon or later.

The next figure to discuss is Figure 4.12, which shows Yoon sleeping in her small house, which is set in a village on the North Pole. In the picture is shown that it is snowy outside and there are some sleds and tall building just like Santa's workshop. However, no one is there. The sky is dark and cloudy. It is not

a beautiful sunny day. This is why it can be interpreted that she feels lonely in the dark and gloomy house. She cannot go outside just like her American friends who are celebrating Christmas. The only thing she can do is just watch from the inside that she feels she is caged in her own house.



Figure 4.12

Yoon's dream about North Pole

(Recorvits, 2006, p.7-8)

Unfortunately, at school the next day, her teacher continues the story about Santa Clause in class. She tells something new about Christmas:

“My teacher showed us how to make popcorn balls ”

“She took us outside to hang them in the trees as presents for the birds,
When I got home, I hung my popcorn present in the bush by our big
window” (Recorvits, 2006, p.10).

The popcorn balls make Yoon ever more excited about Christmas, eventhough her parents forbid her to deal with it. Yet, she does not care about her parents because all she wants is to finish her adjustment phase happily, by being the same as her American friends. She wants to learn more about Christmas and experience it more.



Figure 4.13

Yoon hangs popcorn ball presents for birds

(Recorvits, 2006, p.12)

Unfortunately, as shown in Figure 4.13, dozens of birds and a large squirrel attack her house because of her popcorn balls. This situation leads Yoon's parents in a greater anger. Yoon's mother folds her hand on her chest, to show how angry and shocked is her mother. Yoon's father has also his hand on his waist, a sign that he is ready to scold someone. Yoon's attention, however, sticks on the birds. She is standing innocently without any gestures because her desire to celebrate Christmas overpowers everything. She does not even care if she could get scolded by her parents.

Yoon has already realized that her identity is now a Korean- American girl. This is shown in the line: "But, Father, you have also told me that America is our home now. Aren't we both Korean and American?" (Recorvits, 2006, p.12). It means that she can now do both Korean and American culture as long as she likes it because her father has urged her before about her American way of writing name to be understood the same as her Korean way of writing.

By then, Yoon's father learns a lesson, too, that their identity should be changed. He learns that he has to adapt to his new environment and it forces him to infuse himself into the environment. Thus, it makes Yoon's parents realize the facts that their daughter has adjusted into her new identity as a Korean-American. So, they finally allow Yoon to keep her Christmas mitten.

At Christmas, the parents then secretly give Yoon some Christmas presents when she is sleeping. It is a new red. The dress is different from her old *Qipao* one. It resembles a modern-American modeled dress. It does not have a pinched neck and popping buttons. It is neither a *Qipao* dress nor a *Hanbok* dress. Yoon looks like an American girl in the new red dress. Yoon looks so happy when she wears the new dress. After that little Christmas celebration, Yoon happily also celebrate Korean New Year's Day with her family and Mrs. Kim.

When school starts again, Yoon happily shares the story about her celebration of New Year's day, such as, the kimchee, dumpling soup and rice cakes and about the good-luck wishes to her friends. The whole class is finally exposed to a new knowledge about another's culture. Like shown in Figure 4.14, everyone in the classroom is looking at Yoon with respect now. They are all listening to Yoon because for them, Yoon's culture is interesting. Yoon's adjustment phase has given people around her a new lesson in their life, something they will never learn from their teacher at school.



Figure 4.14

Yoon is sharing her New Year's Day culture to her Friends

(Recorvits, 2006, p.28-29)

Now, Yoon is able to define who she is now and her identity. Yoon and her parents now understand that identity is built by the person herself. Someone can not force others to shape their identity.

4.4. Mastery Phase

Yoon gradually gets into her mastery stage with some difficulties. In here, In Figure 4.15, it is pictured about an older girl telling something weird about friendship in America. This girl actually just wants to take a benefit from Yoon's innocence, in order to get Yoon's bracelet. The older girl says that in America being friends means giving everything they have to their friends. Fortunately, Yoon is not totally innocent. She has passed her adjustment phase and now she is in her mastery phase. She is ready to deal with bigger things and able to speak up to defend her rights. She knows that the girl is like the tricky tiger like once told by her parents. Thus, before she gives the bracelet, she makes sure that the girl must return the bracelet.

The bracelet is a jade bracelet. It is Yoon's mother present for Yoon's birthday. Her mother inherits it from Yoon's grandmother, and there is Yoon's

name in Hangeul printed inside the bracelet. “It is the symbol of truth and friendship. A precious gem for a precious daughter”. Because Brien (2016) states that jade jewelry is an important tradition in the Korean culture, and is believed to have magical powers that can improve someone’s authority, health and fortune, Yoon makes sure that her bracelet will return to her The jade bracelet is also believed to dispel evil spirits. Not only Korean jade be usually found in bracelets, but it can also be for earrings, necklaces, hairpins, and rings.

In Figure 4.15, Yoon is trying to get her bracelet back, but she realizes that she can not face the older girl alone. After all, she is just a new girl in her school. It is too hard for her to face this problem alone because it makes her lose focus on the lesson at school. Fortunately, some students in her class know the problem and try to help her to report to the teacher.

“Can you tell me something about the bracelet Yoon?”

“My mother gave it to me.”

“Now you tell me about this bracelet”

“Well... it is smooth and green”

(Recorvits,2003, p. 20)

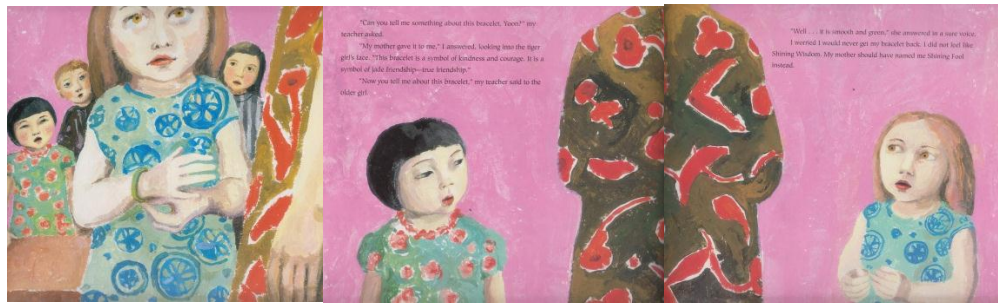


Figure 4.15

Yoon is trying to get her bracelet back

(Recorvits, 2008, p.19-21)

In this phase, Yoon is shown to already have the ability to protect her interests. She even understand her teacher's reference when she is saying "Older-girl-you-are-in-trouble" (Recorvits 2003, p. 20). She now believes that her teacher can help her and not laugh at her for the foolish thing that she has done. She is not alone anymore. She is able to have an eye-to-eye contact with her teacher, something which cannot be done by Koreans, to show that she is telling the truth about the jade bracelet that is taken by her friend. For Koreans, looking directly into elder people's eyes is considered to be an act of impoliteness, but Yoon knows now how to become a brave girl who has her rights to her own property. Yoon can now fight for her rights, which is totally different from the young Yoon in the first book.

From the above experience, Yoon is shown to have completed her culture shock stage in her first book entitled *My Name is Yoon* (Recorvits, 2006). She has gradually accept herself as an immigrant who can survive also as a Korean-American. She realizes that adopting a new culture does not mean to totally forget about her native culture. Yoon has learnt that there are some Korean culture that

she keeps, but at the same time also follow some American culture in order that she can culturally adjust with her new environment.

