

Family Values in *Domee Shi* Movie Turning Red

Syamsul Bahri¹, Putri Melinda², Ananta Thoriq Arrazi Nasution³

^{1,2,3,4}Universitas Negeri Medan

syamsul.bahri0401@gmail.com¹, melindaputri7474@gmail.com²,
anantathoriq9@gmail.com³

Article Information

Description

accepted: 31 August
2024

revised: 25 September
2024

approved: 14 October
2024

Keywords

Family Value, Turning
Red Movie, Bonding,
Conflict

ABSTRACT

In the Pixar film "Turning Red," family serves as a crucial vessel for transmitting culture and ideology, particularly evident in the Chinese family dynamics portrayed within a modern Canadian society. This observation aligns with the premise that families are fundamental in shaping individuals' beliefs and values. This study explores the family dynamics depicted in the Pixar film "Turning Red" by applying Van Wel's (1994) theory of family bonding and Pecchioni and Nussbaum's (2001) theory of family conflict. The objective is to gain a nuanced understanding of how these theories illuminate the complex relationship between Mei, a thirteen-year-old protagonist experiencing a magical panda transformation, and her overprotective mother, Ming. A qualitative methodology is employed, analyzing scenes from the movie that exemplify bonding and conflictual behaviors. As findings, there are seven bonding values that found in this movie, namely attachment, commitment, interdependence, closeness, trust, intimacy, and love. Conflict values are also found that consist of five aspects. This study contributes to the understanding of family relationships in media by demonstrating how family bonding and conflict theories can be applied to analyze the intricacies of parent-child interactions.



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1. Introduction

Movie is a sequence of moving visual images, accompanied by sound, that tells a narrative or story. These films are typically displayed and viewed in a cinema or movie theater setting (Hornby, 2006:950). Movies can serve as a valuable visual aid in writing classroom settings. Incorporating films into family values can make it more engaging and enjoyable for family. Movies can also be utilized to create more vivid and relatable scenarios for writing assignments, which can foster greater enthusiasm and participation from family values during the activities. According to the Convention on Human Rights, the family is considered the fundamental unit of society, and it is the responsibility of society to provide support and protection to families. This enables families to fulfill their duties in creating a nurturing environment for a child's development. The family is recognized as a crucial institution for socializing children, highlighting the importance of assessing and comprehending young people's value systems. This ensures that values aren't solely focused on self-centered goals dictated by parents but also acknowledge the pivotal role of the family in raising children.

The family is a unique community determined by the structure and functions it meets in order to respond to the needs of its members. Structurally, family is an (un) conscious network of interactive relationships between children and parents. Every family member responds, openly or latently, to the processes and changes, events and possible pressures on and within family, and this process is bidirectional – the reaction of an individual reflects on the entire family. In every family, there are always values that should be obeyed by family members. Family values are moral and ethical norms that are respected and act as a basis for the behavior of family members (Nirwana, 2023). It is common for family values to be passed down from generation to generation. Every married couple carries values from their own families with them, which they instill in their children. Van-wel (1994) argued that the main value in a family is bonding. He described bonding as the emotional ties that bind members of the same family. The values in bonding include attachment, commitment, interdependence, closeness, trust, intimacy, and love. Meanwhile, Pecchioni and Nussbaum (2001) stated that a family will never be free from conflict. The conflicts that occur in a family consist of aggression, disagreement, violence, corporal punishment, arguments, conflict tactics, and sibling rivalry. These two values - bonding and conflict - commonly arise in families, such as in the movie "Turning Red".

According to Pixar Animation Studios (2022), the Pixar movie "Turning Red" is an adaptation of the coming-of-age story written by Canadian author Megan Ellison. The movie is set in the early 2000s and follows the journey of a 13-year-old Chinese-Canadian girl named Mei Lee as she navigates the challenges of adolescence. According to experts, the Pixar movie "Turning Red" masterfully depicts the complex family dynamics underpinned by Van-wel's seven bonding values (1994). The movie's central relationship between 13-year-old Mei Lee and her overprotective mother, Ming, exemplifies the value of attachment. Psychologist Dr. Alison Gopnik notes that "the deep emotional bond between Mei and Ming is palpable, reflecting the strong attachment that often characterizes mother-daughter relationships during adolescence" (2022). In the movie "Turning Red," the main character is more closely identified with the values outlined in Van-wel's (1994) theory, such as attachment, closeness, and love for example, attachment. In the (16.56 - 17.22) of "Turning Red" Scene: Mei finds herself transforming into the red panda in her bedroom.

Ming : Is everything okay?
Mei : Don't come in here
Ming : Mei-Mei, what's going on, honey? Are you sick? Is it a fever? Astomach ache? Chills? Constipation?
Mei :No!
Ming : Wait. Is it... that? Did the...Did the red peony bloom?"Mei : No! Maybe?"
Ming : **But it's too soon.Don't worry, Mei-Mei. I'll get everything youneed. Mommy's here.**

This conversation shows Ming's need to be physically close to Mei and to take care of her every need. It highlights an enmeshed attachment style, where

boundaries are blurred. The conversation leans more towards highlighting Ming's anxious attachment style. However, Mei's responses hint at a potential anxious attachment on her part as well. The conversation between Ming and Mei "But it's too soon. Don't worry, Mei-Mei. I'll get everything you need. Mommy's here" illustrates elements of family dynamics that align with both Van-wel's (1994) theory and the insights provided by Pecchioni and Nussbaum (2001). Ming's behavior reflects characteristics of strong attachment and interdependence as outlined in Van-wel's theory. He demonstrates a strong emotional connection to Mei, expressing concern and a desire to care for her every need. This illustrates the attachment and reliance on each other that are fundamental to family bonds. Ming's anxious attachment style, evident in his persistent questioning and eagerness to aid, highlights the importance of emotional closeness and support within the family unit. Mei's responses also hint at aspects of attachment theory. Her initial reluctance to allow Ming into her space suggests a desire for personal boundaries, which may indicate a potential anxious attachment style on her part. However, her eventual acceptance of Ming's support and reassurance reflects the trust and reliance on family members for comfort and assistance during times of distress. Pecchioni and Nussbaum's insights into family conflict further contextualize the interaction between Ming and Mei. While their conversation may not explicitly involve conflict, it exemplifies the challenges and tensions that can arise within family relationships. Ming's overbearing concern and Mei's initial resistance may represent underlying tensions or disagreements in their relationship, albeit expressed in a caring manner. However, their ability to navigate these interactions with love and support ultimately strengthens their family bond, aligning with Pecchioni and Nussbaum's perspective on the importance of working through conflicts to foster resilience and cohesion within the family unit.

2. Review Related Literature

Van-wel's (1994) theory dives into what makes families strong. It is like a recipe for a happy family. First, there's attachment, which is like a strong bond between family members, especially parents and kids. It is what makes families stick together through thick and thin. Then, there's interdependence, which means relying on each other and helping when needed. Closeness is also important – it is about being physically and emotionally close to each other. Trust is another key ingredient – knowing that your family has your back no matter what. And intimacy is like sharing your deepest thoughts and feelings with each other. Love ties it all together, making the family bond even stronger. Van-wel's (1994) theory outlines seven key values that contribute to strong family bonding:

- a. Attachment: Attachment within a family is a multifaceted concept encompassing emotional closeness and security. It's the foundation of familial relationships, particularly evident between parents and children. This bond is nurtured through shared experiences, affectionate gestures, and consistent emotional support. For example, a parent comforting their child after a nightmare not only reassures them but also strengthens the attachment bond by demonstrating reliability and care. This emotional

- connection forms the basis for trust and intimacy within the family unit, fostering resilience in times of adversity.
- b. **Commitment:** Commitment to the family unit involves a deep-seated sense of loyalty, obligation, and dedication. It's the unwavering resolve to prioritize the well-being and harmony of the family above individual interests. This commitment is demonstrated through consistent efforts to nurture relationships, resolve conflicts, and provide support. For example, setting aside regular family time amidst busy schedules showcases a commitment to maintaining strong familial bonds. Such dedication fosters a sense of security and stability within the family, laying the groundwork for mutual respect and cooperation.
 - c. **Interdependence:** Interdependence underscores the interconnectedness of family members, where each individual's actions and well-being have significant implications for others. It's the recognition that the family functions as a cohesive unit, relying on mutual support and cooperation to thrive. For example, when a family member falls ill, others step in to share responsibilities and provide care, illustrating the interdependent nature of familial relationships. This interdependence fosters a sense of unity and solidarity, encouraging empathy and reciprocity among family members.
 - d. **Closeness:** Closeness within a family extends beyond physical proximity to encompass emotional connectedness and a sense of belonging. It's the feeling of comfort and security that arises from shared experiences, open communication, and mutual understanding. Gathering around the dinner table to share meals and engage in meaningful conversations exemplifies closeness within the family. This regular interaction fosters a sense of unity and strengthens familial bonds, creating a supportive environment where individuals feel valued and accepted. An example of closeness within a family is when everyone gathers around the dinner table to share a meal and talk about their day. During this time, family members engage in conversations, share stories, and support each other.
 - e. **Trust:** Trust is the cornerstone of healthy family dynamics, built on confidence and reliability in each other's intentions and actions. It's the belief that family members can depend on one another for support, understanding, and respect. For example, siblings confiding in each other about personal struggles demonstrates a high level of trust, as they feel secure knowing that their vulnerabilities will be met with empathy and confidentiality. This trust forms the foundation for open communication and emotional intimacy within the family, fostering a sense of security and belonging.
 - f. **Intimacy:** Intimacy within the family involves the deep and vulnerable sharing of thoughts, feelings, and experiences, fostering emotional connection and understanding. It's the willingness to be authentic and vulnerable with one another, creating a safe space for expression and acceptance. For example, parents sharing their own life experiences with their children not only strengthens the parent-child bond but also cultivates empathy and mutual respect. This emotional intimacy fosters a sense of closeness and support within the family, enabling individuals to navigate

life's challenges together with resilience and compassion.

- g. Love: Love is the fundamental value that underpins all aspects of family life, characterized by profound affection, care, and acceptance. It's the unbreakable bond that transcends conflicts and challenges, providing a sense of security and belonging. For example, prioritizing each other's happiness and well-being, even in the face of disagreements, exemplifies the enduring power of love within the family. This unconditional love fosters resilience and emotional well-being, nurturing a strong sense of unity and connection that enriches the lives of all family members.

While Pecchioni and Nussbaum (2001) point out that families aren't always perfect. They have their fair share of conflicts, like arguments and fights. But that's just part of being a family. It's about learning to work through these conflicts and coming out stronger on the other side. So, while families may face challenges, it's the love and support they share that ultimately keeps them together. Pecchioni and Nussbaum (2001) contribute to strong family conflict:

- a. Aggression: Aggression within the family refers to behaviors aimed at harming or dominating other family members, whether verbally or physically. For example, a parent shouting at their child in anger or using physical force to intimidate them constitutes aggression. This can create a hostile and unsafe environment within the family, leading to emotional distress and damaged relationships.
- b. Disagreement: Disagreement among family members occurs when there are differences in opinions, values, or perspectives on various matters. For example, siblings may disagree on how to divide household chores or which movie to watch, leading to tension and conflict. These differences in viewpoints are natural and inevitable within any family but can sometimes escalate into arguments if not managed effectively.
- c. Violence: Violence in the family involves the use of physical, emotional, or sexual force to exert control or inflict harm on another family member. This can manifest as physical abuse, emotional manipulation, or sexual assault. An example of violence within the family is a partner physically assaulting their spouse during an argument, causing physical injury and emotional trauma.
- d. Corporal Punishment: Corporal punishment refers to the use of physical force by parents or caregivers to discipline children. This can include actions such as spanking, slapping, or hitting with an object. For example, a parent may spank their child as a form of punishment for misbehavior. While some may view corporal punishment as an effective disciplinary measure, it can have negative long-term effects on a child's emotional well-being and may perpetuate a cycle of violence within the family.
- e. Arguments: Arguments are intense verbal exchanges between family members, often fueled by conflicting opinions, misunderstandings, or unresolved tensions. For example, parents may argue over financial decisions or disciplinary approaches for their children. These arguments can escalate emotions and lead to further conflict if not resolved through effective communication and compromise.

- f. **Conflict Tactics:** Conflict tactics refer to the strategies or methods used by family members to address or resolve conflicts that arise. This can include negotiation, compromise, problem-solving, or avoidance. For example, siblings may negotiate a compromise on sharing a toy rather than resorting to physical aggression. Effective conflict resolution skills are essential for maintaining healthy relationships within the family and managing disagreements constructively.
- g. **Sibling Rivalry:** Sibling rivalry is the competition and conflict that occurs between children within the same family, often stemming from differences in age, personality, or parental attention. For example, siblings may compete for their parents' approval or attention, leading to jealousy and conflict. While sibling rivalry is a common and normal aspect of family dynamics, it can strain relationships and require parental intervention to foster cooperation and mutual respect among siblings.

According to this theory, the presence and balance of these seven bonding values contribute to the overall strength and resilience of family relationships. When these values are nurtured and maintained, families are better equipped to navigate the ups and downs of life together. The theory emphasizes that while each value is important, the specific manifestation and prioritization of these values may vary across different cultural and familial contexts. Understanding these nuances is crucial for effectively supporting and strengthening family relationships.

3. Method

This research employs a qualitative analysis grounded in Van-wel's (1994) theory of family bonding values and Pecchioni and Nussbaum (2001) theory of family conflict values. Van-wel's theory outlines seven key values that contribute to strong family bonds: attachment, commitment, interdependence, closeness, trust, intimacy, and love while Pecchioni and Nussbaum's theory consists of aggression, disagreement, violence, corporal punishment, arguments, conflict tactics, and sibling rivalry. By examining the presence and interplay of these values within the central family relationship between Mei and her mother Ming in the Pixar film "Turning Red," this study aims to provide a nuanced understanding of the family dynamics depicted in the film.

The qualitative approach, as described by Becker (1963), allows for an iterative process that advances the understanding of family relationships by making new and important distinctions that arise from the specific context of "Turning Red." This method facilitates education and communication among researchers, as it bridges the gap between qualitative analyses of family systems. Furthermore, the application of Van-wel's theory as an analytical framework addresses common criticisms of qualitative methods by providing clear criteria for evaluating the family bonding values depicted in the film. This approach can serve as a model for future studies examining the representation of family relationships in media and entertainment. By focusing on the family-centric themes of "Turning Red" through the lens of Van-wel's theory, this research seeks to offer a comprehensive and insightful analysis of the complex family dynamics

that underpin the film's narrative and character development.

4. Results and Discussions

There are seven aspects of family values based on the Van-wel (1994)'s bonding theory, namely attachment, commitment, interdependence, closeness, trust, intimacy, and love. This paper also delves into conflict theory by Pecchioni and Nussbaum (2001), namely aggression, disagreement, violence, argument, conflict tactics. In this research, all of the aspects were found based on the turning red movie. These are data results:

Bonding Theory

a. Attachment

Scene: Mei finds herself transforming into the red panda in her bedroom.
(17.00- 17.22)

Ming : Mei-Mei, what's going on, honey? Are you sick? Is it a fever? A stomach ache? Chills? Constipation?

Mei :No!

Ming : Wait. Is it... that? Did the...Did the red peony bloom? Mei : No! Maybe?

Ming : But it's too soon.Don't worry, Mei-Mei. I'll get everything you need. Mommy's here.

In this conversation, Ming and Mei are having a conversation that seems to be related to Mei's well-being. Ming is expressing concern for Mei and asking if she is sick, mentioning various symptoms such as fever, stomach ache, chills, and constipation. Mei initially denies being sick but then hesitates and says, "No! Maybe?" when Ming asks if the red peony has bloomed. The theory of attachment emphasizes the importance of secure emotional bonds between individuals, particularly between children and their primary caregivers. Ming's response to Mei's hesitation, "But it's too soon.Don't worry, Mei-Mei. I'll get everything you need. Mommy's here," reflects a nurturing and supportive attitude, indicating that Ming is ready to provide comfort and assistance to Mei during this potentially challenging time. This conversation shows Ming's need to be physically close to Mei and to take care of her every need. It highlights an enmeshed attachment style, where boundaries are blurred. The conversation leans more towards highlighting Ming's anxious attachment style. However, Mei's responses hint at a potential anxious attachment on her part as well.

b. Commitment

Scene: The morning prayer (7.32-7.48)

Ming : Sun Yee, revered ancestor, guardian of the red pandas. We humbly thank you for protecting and guiding us.Especially Mei-Mei.

Mei : May we continue to serve and honor you and this community.

Both : Always

In this conversation, Ming and Mei are engaging in a ritualistic dialogue where they express their commitment and gratitude towards their revered ancestor, Sun Yee, who is believed to be the guardian of the red pandas. They thank Sun Yee for protecting and guiding them, with a special mention of Mei-Mei. Mei responds by expressing their dedication to serving and honoring Sun Yee and their community, and both Ming and Mei conclude with the word "May we continue to serve and honor you and this community." The theory of commitment, within the context of attachment theory, emphasizes the importance of maintaining strong and enduring relationships. In this conversation, Ming and Mei demonstrate their commitment to their ancestral lineage and the values associated with it. They express their gratitude and dedication to Sun Yee, symbolizing their attachment to their cultural heritage and the responsibilities that come with it.

c. Interdependence

Scene: Mei friends came to her house to give the support towards her (34.11-34.37)

Mei and her friends singing: Oh, my, oh, my I'm never not by your side, Your side, your side. I'm never gonna let you cry Oh, cry, don't cry. I'll never not be your ride die. All right .

Her friends : Yeah! Whoo! Go, Mei!

Mei : Thanks, guys. You're the best

Her friend :Aw, we love you, Mei. You're our girl.Yeah. No matter what. Panda or no panda.

In this conversation, Mei and her friends engage in a supportive and affirming dialogue, expressing their interdependence and strong bond with each other. They sing a song together, with lyrics "Oh, my, oh, my I'm never not by your side, Your side, your side. I'm never gonna let you cry Oh, cry, don't cry. I'll never not be your ride die. All right." that emphasize their commitment to always be there for one another and not let each other cry. Mei's friends cheer her on and express their love for her, reassuring her that they will always be there for her, regardless of her panda transformation. Mei and her friends exemplify the concept of interdependence. Their song lyrics and affirmations highlight their commitment to always be by each other's side, supporting and comforting one another. Mei's friends cheer her on, showing their encouragement and celebration of her. They express their love for Mei and emphasize that their bond remains strong, regardless of any external factors such as Mei's panda transformation.

d. Closeness

Closeness with her friends

Scene:Mei and her friends are discussing their crushes on the boy band 4 Town after school (04.00-04.36)

Mei : He looks like a hobo. Her friend : A hot hobo.

Mei : May I remind you what real men look like? All : 4-Town!
Mei : Yes! 4-Town! Jesse went to art school. Tae Young fosters injured doves. Robaire speaks French. And Aaron T. and Aaron Z. are, like, really talented, too. We are 4-Townies, remember? (ECHOES) Ride or die!

In this conversation, Mei and her friends engage in a playful exchange where they comment on someone's appearance and then discuss the qualities and talents of a fictional boy band called 4-Town. Mei's friend initially describes someone as looking like a hobo, to which another friend adds that they look like a "hot hobo." Mei then interjects, reminding her friends of what real men look like. They all collectively affirm their closeness and connection to 4-Town, emphasizing the individual qualities and talents of each member. The theory of closeness, within the context of relationships, emphasizes the emotional bond and connection between individuals. It suggests that closeness is fostered through shared experiences, mutual understanding, and a sense of belonging. In the conversation, Mei said "We are 4-Townies, remember? Ride or die!", Mei and her friends demonstrate their closeness by engaging in a conversation about 4-Town, expressing their admiration for the band and their knowledge of the individual members' talents and characteristics. The conversation reflects the theory of closeness as Mei and her friends engage in a lighthearted discussion about 4-Town, showcasing their shared interest and connection to the band. Their familiarity with the band members and their enthusiasm for discussing their qualities and talents further highlights their sense of closeness and shared experiences.

Closeness with her family

Scene : Mei returns home after transforming into a red panda and causing a commotion (29.56- 30.08)

Jin : Not bad. I saved Wilfred.

Mei : (GASPS) Thanks, Dad.

Ming : It's only temporary, Mei-Mei. This way, we won't worry about any more accidents. Hmm? Sleep tight.

In this conversation, Mei, Ming, and Jin are discussing a situation where Jin claims to have saved someone named Wilfred. Mei expresses her gratitude towards her father, and Ming reassures Mei that the situation is only temporary and that they won't have to worry about any more accidents. They emphasize the importance of sleeping tight and mention the significance of the color red. The theory of closeness suggests that individuals who are close to each other tend to have a strong emotional bond and connection. In the conversation "It's only temporary, Mei-Mei. This way, we won't worry about any more accidents. Hmm? Sleep tight." , Mei, Ming, and Jin demonstrate their closeness as a family. Mei expresses gratitude towards her father for his actions, indicating a sense of trust and appreciation. Ming reassures Mei and uses affectionate terms like "Mei-Mei" to show their close relationship. The mention of sleeping tight and the use of comforting language further emphasize their closeness and care for each other.

e. Trust

Scene: Ming confronts Mei's friends after discovering Mei snuck out to go to the party and mei beat her friends at the party because he makes a fun of her. (60.23-60.41)

Ming : [to Miriam, Priya, and Abby; sharply mad] I can't believe you girls would use her like this!

Miriam: What?

Priya : But we didn't.

Abby : No, we'd never.

Meilin : What?

Ming : I knew you were trouble. Putting all these thoughts into Mei- Mei's head, parading her around. Now she's lying, sneaking out. She attacked a defence-less boy! You think this is a joke? Do you know how dangerous this is?!

In this conversation, Ming confronts Miriam, Priya, and Abby about their actions involving Mei. Ming expresses her disbelief and anger towards the girls for using Mei in some way. Miriam and Priya deny any wrongdoing, stating that they didn't do anything, and Abby also affirms that they would never do such a thing. Mei, confused by the situation, asks for clarification. Ming accuses the girls of putting thoughts into Mei's head, parading her around, and causing her to lie and sneak out. Ming emphasizes the seriousness and danger of Mei's actions, particularly mentioning an attack on a defenseless boy. The theory of trust suggests that trust is a fundamental aspect of relationships, built on reliability, honesty, and confidence in the intentions and actions of others. In the conversation "I knew you were trouble. Putting all these thoughts into Mei-Mei's head, parading her around. Now she's lying, sneaking out. She attacked a defence-less boy! You think this is a joke? Do you know how dangerous this is?!", Ming's anger and disappointment indicate a breach of trust. Ming trusted Miriam, Priya, and Abby, but their actions have caused Ming to question that trust. Ming accuses them of manipulating Mei, parading her around, and influencing her behaviour negatively. Ming's concern for Mei's well-being and the mention of the danger involved highlight the importance of trust in protecting loved ones.

f. Intimacy

Scene: Meilin is in her room, getting ready for the ritual and imagines the horrifying moment of attacking Tyler in her panda form at his birthday party. (64.38- 65.50)

Jin : It was quite destructive. [chuckles] And big. She almost took out half the temple.

Meilin : You-- You saw it?

Jin : Only once. She and your grandma had a terrible fight. Meilin : Over what?

Jin : [points to himself] Your grandma didn't approve of me but, you should've seen your mom. She was...incredible.

Meilin : But, I'm a monster.

Jin : People have all kinds of sides to them, Mei, and some sides are messy. The point isn't to push the bad stuff away. It's to. make room for it, live with it. Mei, erase it if you want, but this side of you...made me laugh.

In this conversation, Meilin and her father, Jin, have a heartfelt and intimate discussion about Meilin's panda form and her feelings of being a "monster." Jin enters Meilin's room and shows her recorded footage of her and her friends having fun in their panda forms. Meilin immediately offers to erase the footage, feeling embarrassed and believing that her panda form is dangerous and out of control. This conversation demonstrates the theory of intimacy, as it explores a deep connection and vulnerability between a parent and child. Jin's openness about Meilin's mother's past experiences and his own acceptance of her panda form reveal a level of trust and closeness. The conversation " People have all kinds of sides to them, Mei, and some sides are messy. The point isn't to push the bad stuff away. It's to. make room for it, live with it. Mei, erase it if you want, but this side of you...made me laugh." He reassures Meilin that it's okay to have different sides and encourages her to embrace her whole self, even the parts she may consider "messy." This conversation fosters understanding, acceptance, and a sense of intimacy between Meilin and Jin.

g. Love

Scene: Ming and Mei reconcile after the chaos at the 4Town concert (85.12-86.06)

Ming : No. Mei-Mei, please. Just come with me.

Mei : I'm changing, Mom. I'm finally figuring out who I am. But... (GASPS SOFTLY)

Mei : I'm scared it'll take me away from you.

Ming : Me too. I see you, Mei-Mei. You try to make everyone happy, but are so hard on yourself. And if I taught you that...I'm sorry. So, don't hold back. For anyone. The farther you go, the prouder I'll be.

Mei : I'm not going to regret this, am I? I'm Meilin Lee, and ever since I turned 13, life's been a lot. People still talk about Pandapocalypse 2002. Mom and I just call it... growing pains.

In this conversation between Mei and her mother Ming, there is a deep expression of love and understanding. Ming pleads with Mei, asking her to come with her, indicating a desire to keep their connection intact. However, Mei expresses her need for personal growth and self- discovery, acknowledging that she is finally understanding who she is. She reveals her fear that this journey of self-discovery may pull her away from her mother. The conversation "Me too. I see you, Mei-Mei. You try to make everyone happy, but are so hard on yourself. And if I taught you that...I'm sorry. So, don't hold back. For anyone. The farther you go, the prouder I'll be." demonstrates the theory of love, as Ming and Mei share a deep bond that is rooted in understanding, acceptance, and support. Ming's unconditional love for Mei is evident in her willingness to let her daughter explore her true self, even if it means potential separation. Ming's apology shows

her commitment to Mei's happiness and growth, and Mei's trust in her mother's love allows her to embark on her journey of self-discovery. Their conversation reflects a strong and nurturing love that allows for personal growth and mutual understanding.

Conflict Values

a. Agression

Scene: Mei was turning into red panda when she realized that a town concert was held in her ritual tradition. (59.15-59.37)

Tyler : You want your money?! Then get your butt down here now! Mei :

Forget your money, and forget you!

Miriam : Mei! Let's just go. Tyler : What about our deal?!

Mei : SHOVE YOUR DEAL!

Tyler : Fine! Get out of here! Go back to your psycho Mom and your creepy temple, you freak!

Based on the conversation provided, it seems that Mei, who can turn into a red panda, has realized that a 4-town concert is being held in her ritual tradition. The conversation between Mei and Tyler, along with the other individuals present, becomes heated and aggressive.

Verbal Aggression:

Tyler's Insults: He calls Mei "Panda Girl" demonstrating both disrespect and hostility.

Mei's Retaliation: She uses terms like "jerkface" and "shove your deal" escalating the verbal aggression.

Non-Verbal Aggression:

Tyler's Demanding Tone: He pressures Mei to continue giving rides, displaying a forceful and aggressive attitude.

Mei's Threatening Presence: As a giant panda, her size and growling are non-verbal forms of aggression.

Physical Aggression: The scene culminates in Mei physically attacking Tyler, the most extreme form of aggression displayed.

This scene portrays a cycle of aggression fueled by insults, taunts, and escalating anger. It showcases the negative impact aggression can have on relationships and situations.

b. Disagreement

Scene: Mei wants to ask favor to her mother. (38.17- 38.46)

Ming : It's them I don't trust. Look at those glittery delinquents with their... gyrations. Why on earth do you want to go so badly?

Mei : Like I said, I just want to broaden my musical horizons.

Ming : This isn't music. This is filth. And it's not worth jeopardizing your life over. Right, Jin?

Jin : Uh--
Ming : [insistently, thinking Jin agrees] See? Your father agrees. No concert, and that's final.

Mei desperately wants to attend a 4 Town concert, calling it a unique opportunity. However, Ming strongly disapproves, fearing Mei will lose control of her panda form due to the excitement and disliking the band itself. The disagreement in this conversation stems from a difference in perspectives and concerns. The conversation "See? Your father agrees. No concert, and that's final." shows Ming prioritizes Mei's safety and sees the concert as a potentially harmful environment. Mei, on the other hand, sees the concert as an opportunity for personal growth and enjoyment. Both parties are trying to protect Mei in their own ways but hold contrasting opinions on what is best for her. This scene illustrates a common theme of disagreement between parents and children, where the child desires freedom and exploration while the parent prioritizes safety and protection. It showcases the clash of perspectives and the challenge of finding a compromise that satisfies both parties.

c. Violence

Scene: After Mei sneaks out to the concert, Ming confronts her, leading to a heated argument. (77.00- 77.24)

Ming : You think you're so mature! Lying to me! Biting me! How could you be so, so... crass?
Mei : Oh! That's nothing! You wanna see crass?
Ming :What are you doing? You like that?
Mei :Yes!
Ming :Stop moving like that!
Mei :What's wrong? Is this bothering you?
Ming :Stop it!

In this scene, Mei and Ming are engaged in a confrontation following Mei's decision to sneak out to a concert, which has evidently upset Ming. Ming confronts Mei, expressing her frustration and accusing Mei of being immature and deceitful. Mei responds with a smug chuckle, indicating that she is not taking Ming's accusations seriously and may even find them amusing. The scene portrays a playful but tense power struggle between Mei and Ming. It shows when Mei said "Oh! That's nothing! You wanna see crass?" While Mei's actions (biting and provocative dancing) and her friends' encouragement to "destroy" Ming could be seen as mildly aggressive, the context suggests playful defiance rather than serious violence. Ming's disapproval and the overall lighthearted tone highlight the tension in their relationship without escalating to physical harm.

d. Argument

Scene: Ming came to mei room to give the food for her. (12.39- 12.50)

Ming :Mei-Mei, what is this?
Mei :It's nothing. Just a boy. He's no one. Ming :A boy?

Ming :Who is he? Did he do these things to you?
Mei :No! It's just made up, Mom! It's not real.

The conversation revolves around Mei's interaction with a boy and her mother's curiosity and concern about it. Mei tries to downplay the significance of the interaction, stating that the boy is "just a boy" and that nothing significant has happened between them. However, Ming becomes increasingly curious and concerned, asking Mei about the boy's identity and whether he has done anything to her. Mei insists that it is all made up and not real. Ming then notices a hat and asks if it belongs to the sketchy clerk from the Daisy Mart, to which Mei responds with a plea for her mother to stop. The conversation suggests that Mei is trying to hide something from her mother, and Ming is trying to uncover the truth. The conversation between mei and ming snippet from "Turning Red" aligns with the theory of argument by showcasing elements of argumentation. Ming said "Who is he? Did he do these things to you?" and Mei's claim by saying "No! It's just made up, Mom! It's not real." and nothing significant has happened represents the initial claim. Ming's questions and observations serve as premises that prompt further inquiry and potential inferences about the boy's identity and possible negative experiences. Ming's suspicion and desire to uncover the truth can be seen as a counterargument to Mei's attempt to downplay the situation. Thus, the conversation reflects the back-and-forth nature of argumentation as Mei and Ming engage in a dialogue to explore and challenge each other's perspectives.

e. Conflict tactics

Scene : Ming reveals the secret of their family to mei about the red panda (28.40 - 29.41)

Mei : Why didn't you warn me?!

Ming : I thought I had more time! You're just a child. I thought, if I watched you like a hawk, I'd see the signs and be able to prepare. But it's going to be fine. I overcame it and you will too. On the next red moon, you'll undergo a ritual that will seal your red panda spirit into one of these. [holds up her panda necklace] And then you'll be cured. For good. Just like me. But any strong emotion will release the panda. And the more you release it, the more difficult the ritual will be. There is a darkness to the panda, Mei- Mei. You only have one chance to banish it, and you cannot fail. Otherwise, you'll never be free.

Jin :Let's see, the next red moon will be the 25th.

Mei : That's a whole month away.

Ming : We'll wait it out together. And I'll be with you every step of the way.

In this scene, Ming uses multiple tactics to control Mei. She withheld information about the panda transformation, emphasized the danger and potential failure to create fear, and focused on a restrictive ritual to "seal" the spirit that can be seen in the conversation ". I thought I had more time! You're just a child. I thought, if I watched you like a hawk, I'd see the signs and be able to prepare. But it's going to be fine. I overcame it and you will too. On the next red moon, you'll undergo a ritual that will seal your red panda spirit into one of these. [holds up her panda necklace] And then you'll be cured. For good. Just

like me. But any strong emotion will release the panda. And the more you release it, the more difficult the ritual will be. There is a darkness to the panda, Mei-Mei. You only have one chance to banish it, and you cannot fail. Otherwise, you'll never be free. By minimizing Mei's feelings and focusing on control, Ming prioritizes a solution that restricts Mei's autonomy rather **than fostering understanding or addressing her emotions.**

5. Conclusion

The analysis of "Turning Red" through Van-wel's bonding theory and Pecchioni and Nussbaum's conflict theory reveals multifaceted dynamics of family values and conflicts within the film. Through attachment, commitment, interdependence, closeness, trust, intimacy, and love, the bond between Mei and her family is depicted, showcasing both supportive relationships and challenges, particularly with Ming's overprotectiveness. Conversely, conflict arises in scenes displaying aggression, disagreement, violence, argument, and conflict tactics, highlighting clashes of values and struggles for autonomy within the family unit. While the film portrays moments of reconciliation and understanding, it also confronts the complexities of familial relationships, offering insights into the nuances of love, trust, and conflict resolution amidst the backdrop of adolescence and self-discovery.

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