



**THE ACCULTURATION STRATEGIES ON THE
PSYCHOLOGICAL ADJUSTMENT OF THE
MAIN CHARACTER IN
*GIRL IN TRANSLATION***

A THESIS

**In Partial Fulfillment of the Requirements for
the Bachelor Degree Majoring in American Cultural Studies in
English Department Faculty of Humanities Diponegoro University**

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SEMARANG
2019**

PRONOUNCEMENT

The writer honestly confirms that this thesis entitled “The Acculturation Strategies on the Psychological Adjustment of Main Character in *Girl In Translation*” is compiled by herself without taking any results from other researches in S-1, S-2, S-3 and in diploma any degree of any university. The writer also ascertains that she does not take any material from other publications or someone’s work except from the sources that are mentioned in bibliography.

Semarang, May 2019

MOTTO AND DEDICATION

“Remember me and I will remember you” – Quran 2:152

“You are either living life to trick the 99% or win with the 1%.”

-Gary Vaynerchuk

“Find your game.”

-Robert Kiyosaki

I proudly dedicate this thesis to my mother.

APPROVAL

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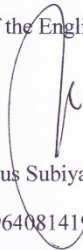
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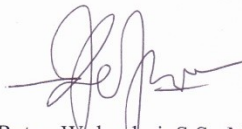
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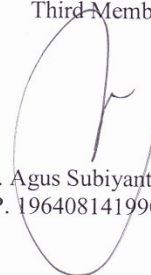
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The writer realizes that this thesis is still far from perfection. Therefore, the writer will be glad and welcome to receive any constructive criticism and recommendation to make this thesis better. Finally, the writer expects that this thesis will be useful to the reader to learn something about research on the benefits of Acculturation Strategies for adjusting in a new place represented in *Girl In Translation* by Kimberly Chang.

Semarang, May 2019

Rista Luhtfi Rahmadyatri

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ABSTRAK

Penulis meneliti novel karya Jean Kwok yang berjudul *Girl In Translation* dengan berfokus pada salah satu karakter, Kimberly Chang, seorang imigran di Amerika yang mengejar penyesuaian di sebuah tempat baru. Tujuan dari penelitian ini adalah untuk menguraikan aspek intrinsik dan ekstrinsik novel. Aspek intrinsik terdiri atas tema, setting, karakter, dan konflik. Sementara, teori psikologi akulturasi milik John W. Berry digunakan untuk menganalisis strategi akulturasi yang diadopsi oleh Kimberly Chang dan hasil psikologis yang berhubungan dengan aspek ekstrinsik. Metode yang digunakan penulis ialah kajian pustaka dan membaca cermat. Hasil penelitian ini menunjukkan adopsi strategi akulturasi menuntun seorang imigran dalam penyesuaian psikologis dengan hasil yang berkelanjutan. Penyesuaian pada psikologis membantu para imigran berakulturasi dengan baik hidup di lingkungan dwibudaya.

Kata kunci: Imigran, Dwibudaya, Strategi Akulturasi, Penyesuaian Psikologi

ABSTRACT

The writer conducts a research on Jean Kwok's novel entitled *Girl In Translation* by focusing particularly on one of the main characters, Kimberly Chang, an immigrant who pursues an adjustment in a new place. The purpose of this study is to elaborate the intrinsic and extrinsic aspects of the novel. The intrinsic aspects consists of theme, setting, character and conflict. Meanwhile, psychological acculturation theory by John W. Berry is used to analyze the adopted acculturation strategies and its psychological outcomes regarding to the extrinsic aspects. The writer uses library research and close reading method. The result of the research constructing this study shows that adopting acculturation strategies guides an immigrant to establish psychological adjustment which has continuing outcomes. The psychological adjustment helps immigrants to be well-aculturated living in the bicultural environment.

Keywords: Immigrant, Bicultural, Acculturation Strategies, Psychological Adjustment

INTRODUCTION

1.1 Background of the study

Acculturation helps immigrants to preserve their cultural backgrounds from their home country while potentially facing challenges of the new cultural backgrounds in a new country they migrate. Acculturation can be defined as a constant process of cultural change which results getting in touch with more cultures. According to Redfield et al states that acculturation conceives groups with different cultures interacting with each other over a long period of time will cause change to at least one of the cultures (2006: 11). Being acculturated as the cultural awareness process is necessary in purpose to survive in a total new place for immigrants as they encounter cultural differences without depriving their heritage.

Acculturation has become the major issue through decades for immigrants in the United States as the full of hope country to migrate. Waters states that the hopes have been given by Americans to immigrants and their prosperity to get a better life and fully-blended into U.S. society (2015: 15). Additionally, the story of immigration is frequently portrayed into America which is intertwined with cultural matters that present in a famous literary work, such as *Girl In Translation* by Jean Kwok.

Girl in Translation tells the story of an immigrant from Hong Kong to America named Kimberly Chang. Kimberly grows up with two cultures, language barriers and new surroundings which are tough to manage. What is more,

Kimberly shall deal with poverty and her old-fashioned mother who can barely speak in English. Fulfilling double-duty in daily life, Kimberly learns how to struggle to translate every chance and obstacle she recognizes in a limited knowledge about new culture. Kimberly, as one of the main characters, has a very demanding life as an immigrant to adjust her self-identity in new surroundings without any encouragement. However, time goes along, she starts blending in society. The novel takes us to discover the strategies in her acculturation process which she translates into psychological adjustment.

The acculturation process often changes multiple psychological aspects. Graves (1967) says that psychological acculturation refers to the changes of individual experiences by being in contact with other cultures, or participating in the acculturation of any ethnic group and culture (2006: 85). The psychological matter which undergoes to the psychological adjustment as a new culture implies several stands of the adopted strategy and its effect. The acculturation strategies are adopted by non-dominant individual living among a dominant culture affecting behavior, attitude, language, beliefs, cultural practices and personal experiences. Those effects are included into psychological acculturation framework as seen from physical contacts of the main character to others told in the novel. Therefore, the writer is interested to analyze it deeply.

1.2 Scope of the Study

The scope of the study is required to limit the object after reading a fiction novel entitled *Girl In Translation* by Jean Kwok. The writer analyzes specifically one of

the main characters, Kimberly Chang. Citations from novel such as dialogue and monologue will be presented in purpose to show Kimberly Chang's behavior shifting considered as psychological adjustment. The intrinsic and extrinsic aspects will also be discussed, as for the intrinsic aspect; theme, setting, character, and conflict. Meanwhile, the adopted acculturation strategies and their adjustment outcomes will be analyzed in extrinsic aspect using psychological acculturation theory.

1.3 Purpose of the Study

The purpose of this study as follows:

1. To analyze the intrinsic aspects of *Girl In Translation* novel by Jean Kwok.
2. To identify the adopted acculturation strategies on psychological adjustment by the main character, Kimberly Chang, in dealing with new culture.
3. To analyze the adjustment outcomes of the adopted acculturation strategies toward the main character, Kimberly Chang.

1.4 Methods of the Study

In furtherance of supporting this study, the writer uses two methodologies which are research method and approach method.

1.4.1 Research Method

In completion this study, for research method the writer uses library research to support the research as for essential in resource, such as library books, e-books, e-journals and websites. The close reading analysis used in this study is a technique of interpreting the novel which is assuredly analyzed by reading it. According to Cheema et al, close reading has been one of the significant research methods to analyze text in traditional humanities research mainly literary criticism (2014: 59). The writer structurally builds understanding through deep analysis of a text which focuses on significant details using narrative approach for intrinsic aspects besides for extrinsic aspects, analyzing the applied highlight keywords and insights by using John W. Berry's Psychological Acculturation Theory.

1.4.2 Approach Method

As digging out the story of the novel as the primary object in this study, the writer uses contextual approach method that is supported by John W. Berry's Psychological Acculturation Theory. John W. Berry defines psychological acculturation as the process of individual change by being influenced by another culture and being participant in the general acculturative changes in their own culture (2006: 55). From this theory then appears a term "Acculturation Strategies" dividing acculturation into four strategies namely; assimilation, separation, integration, and marginalization. This method is chosen to analyze the adjustment outcomes of the adopted acculturation strategies.

1.5 Organization of the Study

The organization of this study will be as follows:

1. INTRODUCTION

This chapter contains background of study, scope of the study, purpose of the study, methods of the study, previous study and organization of the study.

2. SYNOPSIS AND BIOGRAPHY

This chapter exposes the summary of the novel entitled *Girl In Translation* used for this study and the biography of the author.

3. THEORETICAL FRAMEWORK

This chapter conducts the theory; and methodologies used to analyze the intrinsic and extrinsic aspects of the novel

4. DISCUSSION

This chapter is the main part of this study. To exposes the analyzation of the intrinsic using narrative aspects which are the discussion of setting, character and conflict. Furthermore, the highlight issues of the novel *Girl In Translation* also will be explained as extrinsic aspects by connecting it to the theory has been chosen.

5. CONCLUSION

This chapter exposes the summary all of the discussion and perspectives of the writer in this study.

BIBLIOGRAPHY

SYNOPSIS AND BIOGRAPHY

2.1 Synopsis of *Girl In Translation*

Kimberly Chang is an eleven year old child used to be named Ah-Kim while living in Hong Kong. After moving to the United States, her mother, Mrs. Chang changes Ah-Kim into Kimberly in purpose to be sounded as American as possible. Kimberly and her mother, Mrs. Chang, migrate from Hong Kong to the United States due to the fact that Mrs. Chang worries about Kimberly's future hoping to get a better life. Aunt Paula, Kimberly's aunt, urges them to migrate. It is Aunt Paula who manages with the immigration stuffs of Kimberly and Mrs. Chang. Mrs. Chang thinks that Aunt Paula can be relied upon, in reality Aunt Paula does not support them to get a better life but themselves. However, Aunt Paula gives Mrs. Chang a job at her clothing factory and she does genuinely assume that Mrs. Chang is unskilled, hence she can not fully accomplish her duty. Being aware of her capability due to high demand at the factory, Mrs. Chang asks for Kimberly's help right after school. Even though Mrs. Chang is Aunt Paula's sister, Aunt Paula demands her at the factory so much but Mrs. Chang is paid with the unreasonable salary. Thus, Aunt Paula finds the cheapest and dirtiest apartment for them in Brooklyn by the reason Mrs. Chang's money is not enough to rent a better apartment. However, they manage to rearrange their apartment resemble with Chinese beliefs, which Kimberly thinks that those stuff are unnecessary in the United States. Most of Kimberly's clothes are made by Mrs.

Chang resulted in her getting mocked by her friends at school. Mrs. Chang is talented in music as she often plays violin for Kimberly before going to sleep, and tries to fund their life in the United States by teaching music at school or giving private piano or violin lesson but she is totally tired because of the language barrier since Mrs. Chang is not willing to improve her English.

Aunt Paula registers Kimberly in private school known with the favorable reputation ever been around its surrounding. Kimberly raises her eyebrows looking at almost her friends' pale complexion at school and considers them albino. Kimberly has first disastrous day at school as she can barely understand what has been said by her teacher, Mr. Bogart, and also Kimberly makes several English mistakes at school not to mention that her teacher ignores the fact that Kimberly does not speak English and encounter the distinctive rules at new school that different from her former school in Hong Kong. Additionally, Kimberly is being teased by her friends at school quite often because she does her origin custom at school which are weird for her friends and teacher. Thus she skips school a few times at the beginning and lies to her mother. Kimberly finds a friend, Annette, and this makes school more bearable. The more she talks to Annette, the closer they get, even though Kimberly has to slightly adjust herself to Annette. However, Annette is such a good friend for Kimberly as she always accepts Kimberly just the way she is including their cultural differences.

Furthermore, she achieves a full scholarship to Harrison High School, thus she studies really hard not to lose her place. Time goes by, Kimberly is getting used to practicing different regulations encountered at school. Kimberly finds out

odd yet curious things about behavior from her lover Curt at high school given her internal conflict, and she finds herself changed and has violated Chinese beliefs. The following years, Kimberly prepares to attend college and she is not qualified for the financial aid programs at college, therefore Kimberly takes naturalization exam in purpose for being qualified yet she can not take the naturalization herself as she is just fourteen. Mrs. Chang fails for a couple of times at naturalization exam, long story short, Kimberly is eighteen already and she takes the exam herself. After completely naturalized as a United State citizen, she manages to adjust herself and breaks all the barriers she had since the day one. Still, the hardships come from her mother who imposes her doing old practices in the United State. The new Kimberly starts feeling the sparks of American Dream she imagined, yet has to struggle more to get the real one.

Kimberly gets on scholarship and loans at Yale University, still, she has to do four different jobs while being a student since Mrs. Chang has quit her job in factory. She manages to graduate with honors and then moves on to Harvard Medical School. Later on, things change, Kimberly works as a pediatric surgeon and lives happily with her mother and her son from a guy called Matt in a fancy house. Kimberly finally can adjust herself completely without feeling like an immigrant in the United States. Kimberly's mother who was very old-fashioned has become more modernized and does not stick too much to Chinese beliefs anymore.

2.2 Biography of Jean Kwok

Retrieved from her autobiography at jeankwok.com, Kwok is an author, teacher and translator of Asian descent migrated from Hong Kong to the United States. Kwok is a trilingual, speaking Dutch, Chinese and English. Therefore, Kwok was an English teacher and a Dutch-English translator for Leiden University and Delft University of Technology. Kwok who was Harvard University alumni in Literature started writing after she graduated with honors as her true calling dream, while working up to four jobs at a time. Her true dream called to be pursued, Kwok went to Columbia University to do MFA in fiction. Time goes along, her stories and novels had been published alternately. She was famous as New York Times and International best-selling author. Due to her writings, Kwok had been awarded for multiple honors. Kwok took immigrants life as the main theme of two latest novels, as experienced herself struggling as an immigrant in the United States. She told The Hyphen Magazine in an interview published on its blog www.hyphenmagazine.com on August 17, 2010,

One of my motivations in writing the book was that I really wanted to show people how alone an immigrant is, especially an immigrant child. You have to really be better than good, you have to do everything yourself and if you fall, there's no one to catch you. As a young girl especially when you're an immigrant and you naturally don't fit in anyway – you have to have the right clothes, you have to have the right haircut, you have to be pretty, you have to have so many things. And I just wanted to say that you don't have to have all of those things – you'll be fine, you can be yourself and if you're a great person and honest and kind you're going to be just fine. (Licad, 2010, p.10)

Her ability to overcome all of the obstacles and how frustrating it is to be an immigrant as the highlights of the novel she wrote, moreover, she intended to educate the readers to be more compassionate toward immigrants by designing

language of the book just the way it was. Her books, such as *Girl in Translation* and *Mambo in Chinatown* were published in more than 18 countries and translated into 16 languages. Her debut novel, *Girl In Translation*, a [New York Times](#) and international bestseller becomes the main object of this study was released on May 3, 2011. Her two successful books had brought her name bigger than before, she had another fully planned and interesting book to release in 2019 set in Chinatown about immigrant which was her trademark as a remarkable author.

THEORETICAL FRAMEWORK

The exposure of intrinsic and extrinsic aspects in this chapter that will be elaborated in the discussion chapter is necessary to increase the comprehension in analyzing Jean Kwok's *Girl In Translation* Novel.

Intrinsic aspects in literary work are focused on the construction of the story and have an important role in creating the story. According to Nurgiyanto, intrinsic of novel are theme, setting, character, plot, point of view and style of writing (2002: 23). Without analyzing the intrinsic aspects, the values inside a literary work will not be fully fathomed, in this case, a novel. Nevertheless, the extrinsic aspects also will be conducted through a brief explanation on the psychological acculturation theory by John W. Berry in this chapter.

3.1 Intrinsic Aspects

3.1.1 Narrative Elements

Numerous narrative elements will be found when it comes to literary work. A novel which happens to be an object in this study consists of some narrative elements. A novel usually expresses the values of human experiences. Thus, to find out answers of purposes of the study, the writer will analyze the essential narrative elements portrayed in *Girl In Translation* by Jean Kwok, which are; theme, setting, character, and conflict.

3.1.1.1 Theme

The theme is an underlying dominant idea that becomes basic construction of the whole story in the novel. In starting to write a story, the writer frames the ideas and limits them to get the theme set. C. Hugh Holman strongly emphasizes a thought that in a literary work, such as prose poetry and drama, a theme is a central idea that has a role as the general topic or abstract concept made through the representation in person, action, and image of the work (1985: 443).

Besides, to fully comprehend the major and minor themes are necessary. Analyzing the major theme conveying in the work is different from analyzing the minor theme. The minor theme slightly recognized in the work usually revolves around the major theme.

3.1.1.2 Setting

Setting is one of the intrinsic aspects in a novel which constructs the story in purpose to be more real. Additionally, it is necessary to be fully aware of the parts of setting which are place, time, and social background where the story takes place. Mayer states that setting is the context in which actions of a story occurs (1990: 107). Despite understanding every detail in a story, one should pay attention to three types of settings in literary work. As Holman (1985: 413) clearly stated;

The elements which go to make up a setting are: (1) the actual geographical location, its topography, scenery, and such physical arrangements as the location of the windows and doors in a room; (2) the occupations and daily manner of living of the characters; (3) the time or period in which the action takes place, e.g., epoch in history or season of the year; (4) the general environment of the character, e.g., religious,

mental, moral, social, and emotional conditions through which the people in the narrative move.

Elements of setting composed in *Girl In Translation* will be identified based on an explanation from Holman which are divided into three types (1985: 418), namely:

3.1.1.2.1 Setting of Place

Setting of place is one of the intrinsic aspects which shows where the actions of the story happen in a particular place. It also usually mentions the physical surrounding of a story such as a house, a street, an address, etc.

3.1.1.2.2 Setting of Time

Setting of time indicates the time occurrence in the story. The setting of time does not merely show a particular time such as year, month, day or date but also weather periods.

3.1.1.2.3 Setting of Social Background

Setting of social background delivers the situation of the society in where the character lives from social classes, lifestyle, culture and so on. Thus, the setting of social background becomes the main focus which affects the story.

3.1.1.3 Character

Character indicates a person in a novel which may help the reader to understand the story and the problem involved. In literary works, authors simply disclose the aspects of their characters or reveal the character of imaginary persons. In the novel, one of the literary works used as an object in this study that contains

numerous characters, thus character is classified into two types. There are major character and minor character defined by Abrams:

3.1.1.3.1 Minor Character

Minor character is figure in a literary text in contrast to the protagonist does not occupy the center of attention (1999: 143).

3.1.1.3.2 Major Character

Major character is a main character in a literary text, depicted more detail and with greater care (1999: 146).

3.1.1.4 Conflict

To analyze the intrinsic aspects appeared in the novel, the writer uses conflict as an appliance to elaborate on the focus of the study. Multiple elements can be implemented to depict story, and conflict is one of those. Conflict in narrative constructs the imagination of the author for an interesting story in purpose to engage the reader to be invested in finding out more. In *A Handbook to Literature*, Holman says that conflict is the work that lifts up the interaction of opposing characters, on the other hand it also delivers the aspects in any form of interest and tension (1985: 98). Conflict can be started from the intercourse of the main character with self, other characters, and society that will be analyzed by the writer. Hence, the writer argues that Jean Kwok puts both genuine and deeper meanings in the novel *Girl In Translation* through well-narrated conflict.

As Elizabeth (1993: 140) briefly explained those three major conflicts in fiction, namely:

3.1.1.4.1 Man vs. Self

Man vs. Self is conducted from the main character's personal problem. It could be a serious fear or flaw, and the internal struggle from within by overcoming the contrast choices she should take both logically and emotionally.

3.1.1.4.2 Man vs. Man

This conflict involves the man against other characters appeared in a story. This type of conflict arises when a character is prevented in getting her goals or others want her ways.

3.1.1.4.3 Man vs. Society

Where man is against man-made rules in his/her surrounding. Conflict arises when a character is being frustrated by and wants to get rid of social norms for meeting his/her goals.

3.2 Extrinsic Aspects

3.2.1 Psychological Acculturation Theory

3.2.1.1 Acculturation Strategies

John W. Berry presents acculturation strategies which focuses on how immigrants whether voluntary or not to change after their settlement in a new society. It shows the acculturation strategies done by an individual during an acculturation process. Besides, during the acculturation process, the touch of the new culture gets into an individual consideration. In addition, an individual is being affected through an

acculturation process and produces specific adjustment outcomes personal aspiration as the main background in different four distinct strategies. Nonetheless, acculturation strategies are relatively similar depending on an individual's reactions and psychological outcomes since an individual possibly changes acculturation strategy for several times. Berry coins an idea supporting the writer's thought,

Since acculturation is a continuous process, an individual may adopt different strategies at different times, and to deal with different life issues. Alternatively, the strategies could be thought of as phases which an individual may pass through over and over, using several strategies at any given time (Reichman, 2006: 35).

The preference to adopt only a certain strategy at the acculturation process without intentionally to experience other strategies is likely to happen. It lies on the situation naturally owned by the immigrants that will cause rejection, thus adopt one the most beneficial strategy is the only choice as Berry quotes that *Other constraints on one's choice of acculturation strategy have also been noted....those whose physical features set them apart from the society of settlement (2006: 20).*

In addition, according to Berry acculturation strategies provide action frame for analyzing the distinct cultural experiences of an individual facing a new culture (2002: 53). There are numbers of strategies in the "Acculturation Strategies", and the writer will only apply the *Attitudes of Immigrants Groups* perspective that can be seen in *Figure 1*. It is divided into four different strategies, namely: assimilation, separation, integration, and marginalization which will be further explained below:

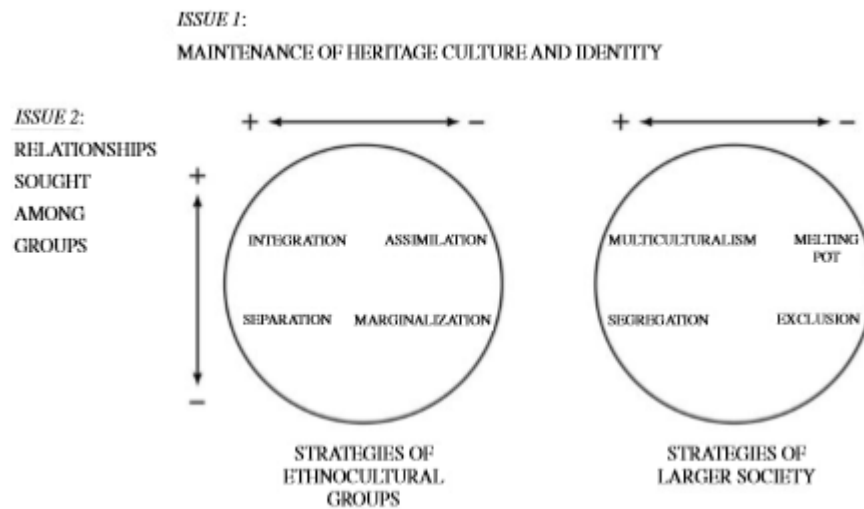


Figure 1 Acculturation Strategies in ethnocultural groups and the larger society

(Kevin et al., 2002: 23)

3.2.1.1.1 Assimilation

Assimilation is where “individuals do not wish to maintain their cultural heritage and seek daily interaction with other cultures” (Berry, 2002: 176). In other words, the outcomes of being assimilated are an individual moving away from origin culture and blending to the dominant culture. This strategy signifies the language, the cultural backgrounds and other distinguishing factors of origin that have been replaced by a new dominant culture.

3.2.1.1.2 Separation

Separation is when individuals place “a value on holding on to their original culture and at the same time wish to avoid interaction with others” (Berry, 2002: 176) in which individual stays exclusive retaining language, practices, beliefs of their own culture and denies being open to avoid prejudice, discrimination and unintentional isolation from the new dominant culture.

3.2.1.1.3 Integration

Integration is where the individual has an “interest in maintaining one’s original culture while one is in daily interaction with other groups” (Berry, 2002: 176). In other words, it is a difficult attempt at preserving origin culture which possibly got deep into a new culture at a time. This strategy is adopted by individual finding an adaptable value of new culture within the dominant host society.

3.2.1.1.4 Marginalization

Marginalization is where “there is little possibility or interest in cultural maintenance. . . and [the individual has] little interest in having relations with others” (Berry, 2002: 176-177). This strategy is adopted by individual who less interested in maintaining the culture of origin and rejects or self-isolated from the new dominant culture.

3.2.1.2 The Psychological Outcomes of Acculturation Strategies

By taking different strategies mentioned above, an individual will bring the psychological outcomes of acculturation strategies that also a part of the applied theory. The psychological outcomes themselves are divided into two types, which are behavioral shifts and acculturative stress. Behavioral shift exposed in this study is the human transformation that includes verbal behavior, attitudes, custom, food preferences and cultural expressions. The definition is none to be supported by Berry’s statement that individuals change the way they dress, what they eat, their greeting procedures, even their values by reducing one way of daily living

and taking on replacements (2001: 621). While the acculturative stress is the impact of psychological adjustment over a wide range of strange things in term of culture/cultural things. Both are considered as the psychological outcomes of encountering between individual's host culture and new culture by involving the taken acculturation strategies as it is portrayed in *Figure 2* below:

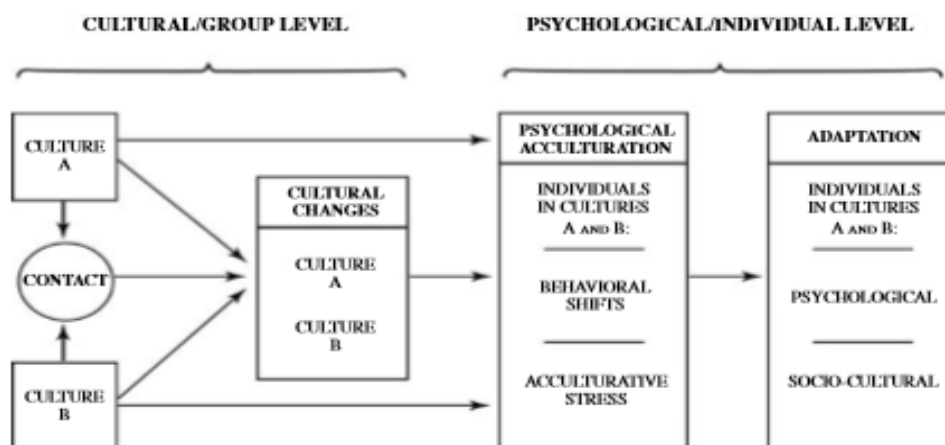


Figure 2 A framework for conceptualizing and studying acculturation (Kevin et al., 2002: 20)

The psychological outcomes are easily recognized by the time an individual has taken strategy of psychological acculturation as Berry states that the psychological outcomes that brings individuals to their ability to deal with daily problems particularly in the areas of family life, work, school (2001: 628). It is also enhanced by Berry through his table above resulting in the psychological outcomes of individual contacts with two distinguished cultures.

DISCUSSION

In this essential chapter of the study, the writer elaborates the brief introduction of intrinsic and extrinsic aspects as proposed in the previous chapter. The application of intrinsic and extrinsic aspects help to measure whether acculturation strategies are applicable for Kimberly's psychological adjustment as an immigrant in the United States. Supporting data depicted in *Girl In Translation* will be included along with analyzation of the writer.

4.1 Intrinsic Aspects

4.1.1 Narrative Elements

4.1.1.1 Theme

Theme is an overview of a novel, thus analyzing the theme of this novel is unavoidable for the better understanding of the writer's thought on the novel. Major theme in a novel usually leads to other ideas to enliven a story, by the chance resemble with a novel used as the object in this study. Kwok states that the main idea of the novel may come from her past experience with her family when they first moved in to the United States but not necessarily "a memoir" of her life.

An immigrant especially an Asian immigrant is clearly expressed since the first chapter of the novel. Jean Kwok beautifully depicts the milestones when it comes to the situation which Kimberly and her mother have to set a new life as immigrants in the United States narrating plenty of challenges they never anticipated before. In the novel, the exposure of the story can be seen when young

Kimberly and her mother made their first steps in the slum area in Brooklyn. The author first puts multiple spotlights of innocent Kimberly to her discovering freedom of expression influenced by her social life. The writer sees these plots centered to “immigrant” as the main theme of the novel.

Being an immigrant is always about confusion as Kimberly has to navigate the two cultures with her binding original culture value as something challenging to accomplish. Jean Kwok as the author pictures the Western cultures as something interesting yet improper in Asian immigrant perspective so that Kimberly as the main character worries in taking action. The least knowledge as a typical immigrant about how supposed to react on something without breaking the cultural norms also plays a role in decreasing the eagerness of an immigrant to speak away upon something. As can be found on the first chapter shows the situation in the United States for the very first time when Kimberly and her Ma decide to buy some ice cream, but she is given the abnormal price which is more expensive. Due to the language barrier and her ignorance to complain about the prices, she chooses to remain silent as shown in the novel, *“Kimberly: I didn’t know if I should speak up or how you complained about prices in English, so I kept silent as well. (Kwok, 2010: 15)”* The compulsory to speak English in the United States anytime Kimberly wants to interact with people can cause the deeper problem especially knowing that Kimberly hardly understands what the native said. The italic English words are written as the way they are sounded for the non-native’s ears due to the limited vocabularies, *Mr. Bogart: “Our new student eye-pre-zoom?” He gave a strange smile that made his lips disappear,*

then he looked at his watch and his lips reappeared. "You're very late. What's your exsu?" (Kwok, 2010: 25). As a non-native speaker, Kimberly does not familiar with several spoken words in the United States as written as it is naturally sounded and only through the interlocutors' lips movement Kimberly is able to catch the words. In the case of the importance of language to communicate, Kimberly is quite capable in battling the hardships due to less-than-fluent grasp of English as can be seen from the dialogue gradually lessen of these italic words.

To support author's idea concerning to the immigrant theme of the novel, the writer finds the matter of culture shock in the form of an unfamiliar cultural environment experienced by Kimberly as something that cannot be detached of an immigrant in purpose for self-adjustment. The author centers the culture shocks existed in Kimberly's social life mostly at school, and one of those as quoted below,

Kimberly: I sat up straight and folded my hands behind my back to listen even though I couldn't follow it at all. He glanced at me but I had no idea what I'd done wrong this time. I looked around at the other students. Most of them were sprawled in their chairs. Some had sunk so low that they were practically lying down, some were leaning on their elbows, a few were chewing gum. In Hong Kong, students must fold their hands behind their backs when the teacher is talking, to show respect. Slowly, I loosened my arms and placed my hands on the desk in front of me. (Kwok, 2010: 26)

The quotation above portrays Kimberly's first day at school and how she behaves as a student resembled herself back in the days when she was in Hong Kong. Because she has no idea to behave as an American student in general, Mr Bogart, her teacher witness her behaving something unnecessary to do at his class. Kimberly gets bewildered by her misbehave classmates while the teacher

explaining in front of the class unlike at her old school in Hong Kong. Experiencing a culture shock by witnessing the unfamiliar culture in the form of disrespect students considered normal at Kimberly's new school, whereas in Kimberly's thought a student is supposed to behave like her in the terms of showing respect.

Many culture shocks in the plot of the novel showing the distinct cultural values get Kimberly hard to relate with others and fit into any group in terms of American culture. The explanations above along with the quotations are to emphasize the writer's consideration that the main theme of the novel is immigrant. The main theme immigrant itself leads to other minor ideas of consequences that have to be faced.

4.1.1.2 Setting

The migration of Chinese to the United States has three major waves and setting of the novel takes place sometime in the 1990s which means categorized into the third waves as supported by Chang's statement *the third was compromised largely of Chinese students, immigrants, smugglers, and their families who entered the United States during the two last decades of the 20th century (2003: 32)*. The third wave itself has been happening until today which leads to a dramatic increase of Chinese immigrants in the United States caused by the Immigration Act 1965. The United States became more accessible for Chinese immigrants by the set of Immigration Act 1965 that helped to create more extensive Chinese immigrant distribution. The aim of migrating was for Gold Mountain searching, Chinn et al

says that *the opening of job opportunities of the United States provided additional lures for many Chinese to seek their fortune in the United States (1969: 7)*. The old immigrants settlement also played a role attracted other families in China to come. Due to the significant increasing number of the Chinese immigrants, the sentiment from the greater society influenced public opinion to increase as well, thus to be segregated was the only choice by forming their own Chinatowns in the suburbs where they had been spread. Morrison states in his book *Chinese American* that, *protection from the discrimination and racism of the greater society was the major impetus for the Chinese segregating themselves in Chinatowns (2005: 117)*. Another reason why Chinese immigrants confined to Chinatown was because of the Chinese immigrants were unskilled and have no language skill thus ended up in working in the Chinese-run garment factory that was a typical job (Zhang, 2008: 114).

From the author's point of view, *Girl In Translation*, intentionally set in Brooklyn-the East part of the United States-was a brilliant idea of the author. Looking back to the history in the United States, in the 1990s, the third wave of Chinese immigrants gradually came to the United States with easier access due to the previous waves of immigrants had formed their own Chinatowns in each suburb, and Brooklyn was one of them and by reason that it's called as Little Hongkong. They expected a gold mountain, in fact, they got very much a real disappointment. Most of Chinese immigrants were poor as they spent money for migration administration fees, thus they chose to settle in the less expensive Chinatown of Brooklyn (Lawrence, 2002: 35).

Here, where the author successfully portrayed the most relatable condition of Chinese immigrants in the United States through Kimberly's story. Kimberly settles in an apartment in the slums area of Brooklyn. This specific place is in the poor neighborhood in a part of New York where inhabited by most poor Chinese immigrants as a starting place. Kimberly's neighborhood is displayed with full of graffiti-covered walls, abandoned buildings and empty storefronts filled with trash as if her neighborhood is a place without hope. However, Kimberly has no idea that her hopeless neighborhood is about to be destroyed as it is narrated in the novel, *Mr. Al*: "*Ended. No hope left. The government's going to build some huge compicks here. All the buildings on this block and across the street are going to be broken down..... Business is bad, everybody's leaving.*" (Kwok, 2010: 85) Kimberly has no choice as Aunt Paula who places her in that hopeless neighborhood and gets no warnings about the apartment demolish from the landlord or Aunt Paula but her neighbor. Not only the horrible neighborhood but her not too packed apartment also in a terrible condition. A small dirty unheated apartment that Kimberly hardly gets space from insects and mice smeared all over the corners. In the very cold winter the apartment will be icy and Kimberly gets frozen and numb without any heat inside. Kimberly even has no good sleep at night because of the loud noise of the passing vehicles. Thus, she hardly finds neither locals nor fellow Chinese knowing that her apartment is not far from Chinatown in Brooklyn leads to their hard times for adjusting as no people to share with.

Referring back to the relatable Chinn's and Zhang's statement that Chinese immigrants seek for fortune as the purpose of their moving but with no any proper skills putting them in Chinese-run garment factories widely gathered in Chinatown as the old fellow immigrants who endorse them coming to the United States. The author depicts the true situation into Kimberly and Ma who are endorsed by Aunt Paula coming to the United States without no expertise thus employed in her husband's garment factory as narrated in the novel, *Aunt Paula*: "...that's why I've given you a job hanging dresses-doing the finishing work. You don't need any skills for that, just to work hard." (Kwok, 2010: 13) also by reason that the fellow Chinese workers are low-paid. The factory very much shows Kimberly spending the rest of her day taken up her chance to interact with the world outside of Chinatown which remains to be a social outcast who is a loner and generally unwelcome.

The world outside of Chinatown that is frequently shown is school, from elementary to high schools where Kimberly very much gets bullied and discriminated due to the fact that her minority status. Thus, the involvement of the outside world is not without a reason in purpose to portray the Chinatown itself as a place she practically belongs to, which relates to Morrison's statement. Nevertheless, Chinatown is very much her sanctuary as she doing most activities in Chinatown reminds her of Hong Kong, *Kimberly: Chinatown looked very much like Hong Kong* (Kwok, 2010: 29).

From the writer's point of view, the fact that Kwok centering the plot mostly at the school and factory give major effect to the daily manner of Kimberly

in the plot. The schools somewhere she does not want to come back whereas the Chinatown as a place she might release problems surrounded by fellow Chinese to feel like home. Those places relate to each other in regards of giving opposite experiences to Kimberly representing the two different worlds she urgently navigates that leads to the conflicts which will be further explained in the study.

4.1.1.3 Characters

The types of characters that will analyze in this study are major and minor character based on the theory written in the previous chapter.

4.1.1.3.1 Kimberly Chang

Kimberly Chang, an eleven year old girl, is one of the main character in the novel. Kimberly is pictured as a mature-innocent girl in the story. Nevertheless, despite the innocence of the obedient Chinese girl, Kimberly is truly an impressionable girl who tries to pursue freedom of expression and the acceptance. This is presented by Kimberly's thought after listening to her friend's story named Curt,

Kimberly: Freedom from their parents, from their own unsurprising selves, from the heavy weight of the expectations that had been placed upon them. I knew because it was what I wanted too..... My secret was acceptance. (Kwok, 2010: 214)

Kimberly believes that minority will not be accepted as something that she craves for with her homemade ill-fitting clothes, boyish hair, poor English, and considered really strange. By some reasons, it can be argued that Kimberly is very introverted upon her private life as she is a bit ashamed of being a factory worker

and living in a poverty. She is not only narrated as a dedicated daughter, as she hardly complains no matter how hard helping her mother working at her aunt's horrible factory after school for seven days straight as shown in the novel,

Kimberly: I was sixteen and I had the confidence then of a teenager who'd had to act like an adult for too long. I didn't know enough to be afraid but I did know that I helped earn our money and I wasn't going to give it up so easily (Kwok, 2010: 221)

but also as a courageous and extremely ambitious student, since her excellence at school goes beyond belief by attending private schools and Yale University with a scholarship. The author believes that Kimberly is a hero for everyone around her. She puts others first by being a good listener and good buddy for friends who desperately need her for a tutoring which leads to her pseudo-popularity. It shows that Kimberly is able to easily adjust herself in a new place and has a well-managed social life after confronting the early harsh reality of migration.

Kimberly's character changes become more outspoken to remedy her life from the desperations and feuds caused by her Aunt named Paula. She holds her anger to be a ladylike as her mother wants her to be. After holding temper for seven years which the same-length living in the grubby-unheated apartment, she bravely says to her aunt,

Kimberly: "You should be ashamed of yourself for putting us in that apartment all these years. And for making us work here, under these conditions. After we fell down a well, you dropped a boulder on top of us." (Kwok, 2010: 266)

Thus, the author believes that the brave Kimberly will do everything for the sake of a better future being released from poverty with her mother. Kimberly always tries her best in everything especially if it is personally asked by her mother, *Ma*:

“Ah-Kim always tries her best in everything.” (Kwok, 2010: 148). Kimberly also manages to solve problems without begging for others’ help disclosed as a mature young girl. In addition, Ma who is her mother thinks Kimberly has no troubles at school as she was bright student in Hong Kong, but turns out she hides her bad score and some PTA meetings involving a parent from her mother since she feels sorry for her.

As a main character in the novel, the character of Kimberly is very much portrayed in her self-adjustment attempt for the sake of acceptance. She breaks all the barriers that block her to become what she really wants. The behaviors of Kimberly as the portrayals of her changing from innocent to being brave in taking risks, which lead into her dream to become a great surgeon at last, undoubtedly drives the plot. The first time of her arrival in the United States she very much holds her attitude based on Chinese culture and keeps a distance to anything considered “Americanization”. Her first change comes when she feels relaxed doing several things that are considered very American and surprisingly discovers herself naturally expertized on those. This will be further explained in the extrinsic aspects section due to the reason that repeating the same explanations are less efficient.

4.1.1.3.2 Ma

Ma is the mother of Kimberly. In this study, the writer will stick using “Ma” as a reference to Kimberly’s mother. Before the plot takes place, she loses her husband, thus, she works so hard to support Kimberly even in her worst state of

life. Due to her migration, she is debt-ridden over her sister Paula brought her and Kimberly to the United States. Even though having so many feuds with her sister, she manages to be as amiable as possible to protect Paula's feelings in purpose to show respect. She is pictured as an old-fashioned Chinese woman who has been living in a modernized world causing the struggles in self-adjusting. The portrayal of Ma relies on Kimberly in doing interaction outside of Chinatown due to her poor English and limit knowledge somewhat makes Kimberly irritated. She is a mischievous mother for Kimberly as she makes a long list of people who Kimberly necessarily shall avoid and grasps Kimberly "freedom". She very much represents the Chinese culture to remind Kimberly for something she belongs to, as shown in the novel Ma scolds her for doing things that are inappropriate in Chinese culture, *Ma: "Ah-Kim, you are not supposed to ask such direct questions. That does not befit a well-behaved Chinese girl."* (Kwok, 2010: 146).

After all, Ma realizes that Kimberly's changes in personality are caused by her restriction, thus, Ma accepts compassionately what Kimberly does. Getting rid of her sister for treating her badly, the author shows the other side of Ma, as she stands up by taking risks for her and Kimberly by leaving her sister. Ma is considered as another main character beside Kimberly but the discussion in this study more focused on Kimberly.

4.1.1.3.3 Aunt Paula

Aunt Paula is Ma's cruel older sister. She is the portrayal of one of the successful Chinese immigrants residing in Queens. She is described as the root of conflict for

Kimberly and Ma. She takes for granted of bringing Kimberly and her sister by employing them for a demanding low-wage job because of her bitter past taking up a burden for her sister. Every accomplished achievement of Kimberly will trigger her jealousy and anger especially the untold decisions to improve their life. Nevertheless, it can be argued that she does not want her sister to be one step ahead over her so does her niece compared to her son. *Aunt Paula: "If people saw this display of sentimentality, their flesh would feel as if it'd been anesthetized."* (Kwok, 2010: 264). It shows that she is embarrassed seeing Kimberly being rude toward her. Though Aunt Paula is a minor character however she has big impacts on Kimberly and Ma's life.

4.1.1.4 Conflicts

4.1.14.1 Kimberly vs. Herself

The conflict between Kimberly and herself is shown by her eagerness to feel freedom but being attached by Chinese value that compulsory to hold. She worries being nothing like by not developing social life because working in a factory is very much demanding. She is afraid for letting Ma down, thus she lies to Ma to have not passed any party or snuck off anymore in purpose to fit it with others at school as teenage years are the most complicating identity-wise. She surprisingly enjoys without a slice of guilt making out with a boyfriend at lunch break like the other girls do as it is narrated, *Kimberly: It was such a relief that I stopped feeling guilty for acting unladylike.* (Kwok, 2010: 132) She no longer finds out bad for Chinese girl acting unladylike. She loses herself to be the same

as everyone who is the real American teenager. However, deep inside Kimberly feels that she belongs to Chinese culture as shown when it comes to her contemplation, *Kimberly: how well I managed to fake belonging to the cool circle, I knew I was not one of them (Kwok, 2010: 247)*

4.1.14.2 Kimberly vs. Ma

The conflict between Kimberly and Ma is displayed when they go to the nearest seafood market and Ma bargains as she had in Hong Kong by asking Kimberly to translate for her. Kimberly gets very much irritated telling her that she cannot bargain in the United States but she only insists instead. The conflict was getting worse when Ma stop learning English resulted in Kimberly helping her interact with and running errands in the world outside of Chinatown. In the novel, after Kimberly being scolded for protesting Ma, she says, *Kimberly: I grew into the space that Ma's foreignness left vacant. I wanted desperately for her to be able to ask someone for me, to take charge as I was sure Annette's mother would have (Kwok, 2010: 161)*. However, Ma is very much often in the way towards Kimberly's psychological-adjustment, as for Kimberly, the freedom and being as American as possible are necessary in order to let her no longer be treated as an immigrant. Those are hard to get as Ma always tells Kimberly for not behaving outside the Chinese background.

4.1.1.4.3 Kimberly vs. Aunt Paula

Kimberly has quite conflicts with Aunt Paula since the day one. Aunt Paula attaches them in any way she could. She treats Kimberly and Ma extremely bad causing Kimberly to be outspoken girl. She always burdens Ma with tons of errands at the factory thus Kimberly has a responsibility to help whereas kids are not allowed to be employed at the factory in the United States. It cuts her time to have a social life after school when she could have been developing her psychological adjustment. In terms of psychological adjustment, conflict with Aunt Paula plays an important role in Kimberly's behavioral shifting. Sometime in the novel, Aunt Paula insults her for not being well-behaved that Kimberly no more represents a Chinese girl.

4.1.1.4.4 Kimberly vs. Society

The conflict of Kimberly vs. Society is pictured by being caught in the clash of Western and Eastern values that is extremely confusing. Surrounded by the Western way of thinking forces her to be the same. The society in this case is American citizens who give her very much emotional experiences, and based on the setting when the story takes place, the society which in this case is Americans do not give warmth of welcome to the immigrant, thus Kimberly takes much effort in breaking the boundaries made by society for the psychological adjustment. Nevertheless, Kimberly manages to concede to the American culture quite easily. The society in the novel is quite much presented by Mr. Bogart who puts very much conflict for Kimberly that as Mr. Bogart gives her hard times such

as criticizing her for mispronouncing sentences in English, choosing assignments which impossible for her, and other discriminatons he does. Logically, as a teacher, Mr. Bogart should tolerate Kimberly's ignorance in such a young age and he is not being compassionate toward Kimberly but puts undeniably hurdle in terms of adjustment. Mr. Bogart is pictured quite unprofessional as quoted, *Kimberly: He seemed unable to understand the abilities or interests of the sixth graders he actually taught. (Kwok, 2010: 62)*

4.2 Extrinsic Aspects

4.2.1 Psychological Acculturation Theory

4.2.1.1 Acculturation Strategies

Migrating in such a young age and growing up in cultural differences, dominant society, and bicultural environment force an individual to have the diverse thoughts and perspectives in handling those matters. Those matters will be referred to third parties by the writer. Taking action is also crucial not to get left behind due to the settlement. Here, in the novel, Kimberly is an immigrant whose psychological adjustment using one or more psychological acculturation strategies will be analyzed by the writer.

As a girl who was born in Hong Kong and moved to the United States in such a young age, Kimberly changes psychologically through behavior and attitude shifting which gradually happens very much influenced by the third parties. Throughout the novel, the psychological adjustment that happens, Kimberly is also compulsory to navigate her own original culture undergoes

several roles. Besides taking strategies, the adjustment also develops naturally because she indulges to be invested into the greater society of not being treated differently due to immigrant status.

Kimberly does not know Chinese culture quite well but manages to be well-behaved according to her background because of Ma's nurturing. At first, it happens because she has not known what Western/host culture is like, she only performs her origin culture in the United States similar to when she was in Hong Kong. Sometimes in the novel, it narrates the monologue showing that she very much holds her belief in regards of obedient Chinese girl in interacting with fellow Chinese at the factory, *Kimberly: It isn't Chinese to eat from someone else's food. No kid in Hong Kong had ever offered any to me (Kwok, 2010: 31)* in this monologue, Kimberly refuses the offer from a boy-worker who has been living in America for five years, despite the fact that the offer comes from the same fellow Chinese, Kimberly keeps refusing because she believes that is unallowed act. It clearly shows that the beginning of her moving to the United States not very much changes her view. The writer argues that the author's motive presenting the fellow Chinese boy losing his home culture as likely a portrayal of Kimberly's failure to preserve her home culture in the upcoming years. It can affect Kimberly of choosing the way she acculturates.

It becomes easier for Kimberly spending the most of her time in the Chinatown factory and interact with the fellow Chinese only. It can not be argued that the fellow Chinese factory are also immigrants back then, disclosing a bicultural group that has been acculturating. The Bicultural group any way

resemble factory kids who have blended into larger society implicitly narrated in a monologue below,

Kimberly: While the other kids were wearing cool T-shirts with English sayings like “Remember to Vote.” They interspersed their Chinese with English to show off how Americanized they were and everyone apparently knew I was fresh off the boat. (Kwok, 2010: 36)

A newly migrated Kimberly finding how Americanized the kids are as the effect of acculturation. Despite feeling relieved to be among Chinese, somehow a distinction between them is obvious with Kimberly’s unfamiliarity towards host culture. Nevertheless, factory kids who happen to be the third parties of influencing Kimberly’s acculturation process whether compatible with her willing in particular context that will be further explained in the taken acculturation strategy section.

However, even beyond compulsory doing interaction outside of Chinatown, being influenced directly by mainstream culture likely happens due to the fact that Kimberly attends the school where she is the only Chinese student. The pressure requires Kimberly to adopt basic value and mainstream living ways of larger society, in spite of, Kimberly’s freedom to choose is very much interfered by larger society itself.

Aunt Paula: “Yes, that is a problem..... but little sister, you should call her by her American name now: Kimberly. It’s very important to have a name that is as American as possible. Otherwise, they might think you were fresh off the boat!” (Kwok, 2010: 11)

As quoted above, Kimberly has to completely accept an order to change her name from Ah-Kim to Kimberly in purpose to avoid discrimination that is likely experienced by an immigrant. Nonetheless, we can not ignore the fact that the

look of Kimberly leads sticking to the idiom “fresh off the boat” usually directed to a newly migrated individual causing discrimination. Thus, to adopt one or more acculturation strategies are inevitable for Kimberly for the sake of her psychological adjustment confronting the third parties.

Throughout the novel, Kimberly learns to blend into major society which can be concluded to behavioral and attitudes shifting undergoes acculturation process. Furthermore, acculturation might happen either in a short or long period of time due to intergroup contacts, thus Kimberly potentially performs more than one acculturation strategies. Kimberly’s voluntary or involuntary reaction upon treatment of third parties in regards to psychological adjustment will initiate the analyzation below, it can be identified into John W. Berry’s Acculturation Strategies, namely; Assimilation, Separation, Integration, and Marginalization. Furthermore, the order of acculturation strategies below are arranged based on the sequence of strategies adopted by the main character, Kimberly Chang from the beginning until the end of the novel.

4.2.1.1.1 Marginalization

Kimberly is very much guided by Ma to always hold the Chinese culture and belief. She is also asked to perfect her Chinese language in purpose to easily communicate with other Chinese, besides, in her young age she has moved to another country that is contradictory in every way compared to Hong Kong. Thus, to avoid the fading of Chinese background which Kimberly shall represent, in such a young age, will be easy to be influenced by other cultures due to

interaction. The writer argues that Kimberly shows a big tendency in maintaining her culture since the arrival. She has been practicing several things she did in Hong Kong since she has not done very much interaction to new people. In addition, Ma very much urges Kimberly to always represent Chinese culture. Thus, as a naive Chinese girl fulfilling Ma's expectation to be obedient is required. Logically, it quite burdens Kimberly as she is attached by her culture to get along with her friends at school causing to be known as a strange individual. However, for Kimberly, to be part of the majority means that she has to be like them. As a result, Kimberly begins to be more open, very much interacts with the majority, and learns English. To sum up, Kimberly is identified not adopting marginalization as she once had the tendency to maintain her culture and tried to learn a new culture that will be further explained in the next strategy. Hence, the explanation above clearly shows that does not portray the principle of marginalization strategy.

4.2.1.1.2 Separation

Kimberly can be identified once adopting the separation strategy only at the beginning when she does not know how to overcome the harsh treatment of majority. Portraying on the novel when Kimberly borrows eraser to her teacher by calling it rubber, as Kimberly does not know that thing called eraser in the United States, *Kimberly: Filled with shame for something I didn't at all understand, I hurried back to my seat. I would leave school that day and never come back.* (Kwok, 2010: 53). Therefore, all classmates laugh and Mr. Bogart, the teacher,

studies her for doing the incident on purpose to disrupt her class, whereas she is clueless on what rubber actually is in the United States. No one helps Kimberly at school that convinces being exclusive towards majority and sticks to the fellow Chines supported by the following monologue, *Kimberly: No other Chinese at all, no help in sight. (Kwok, 2010: 25)*. In the novel, also shown the fears caused by third parties giving her very much burden, hence she wants to flee from the dominant society,

Kimberly: All I wanted was to have a break from the exhausting cycle of my life, to flee from the constant anxiety that haunted me: fear of my teachers, fear at every assignment, fear of Aunt Paula, fear that we'd never escape. (Kwok, 2010: 30)

It can be concluded that Kimberly does not get warm welcome seen from the buying ice cream incident, how Mr. Bogart and friends at school treat her. Those possibly lead to discrimination, prejudice or isolation from the majority. Additionally, Kimberly has not educated how to adjust in a new place and overcome hardships from third parties. School is the place where really affects her strategy choosing after the several shameful incidents, Kimberly decides to skip school for a week without Ma's knowing as shown in the novel,

Kimberly: Like any good Chinese girl, I'd always followed the rules and been glad to be praised by the teachers..... I was learning about desperation.... After skipping school for almost a week. (Kwok, 2010: 46)

Kimberly avoids to interact with Mr. Bogart, and classmates. Nevertheless, attending school gives Kimberly thoughts that she does not good enough and not very much represents Chinese girl since oftentimes Mr. Bogart criticizes her for anything improper she does at class, but, she is always a good student precisely

the same when she was in Hong Kong. Still, another reason is no one of her classmates befriend with her, whereas she gets bullied for her strange look. As a result, at school time she either stays at her apartment or goes to the factory where she is surrounded by the same-background people to seek comfort.

Nevertheless, Kimberly adopts separation in such a short time due to the fact that getting involved in the majority is a must to not get left behind. Nothing she could do otherwise, thus Kimberly goes back to school starting out to remedy her situation in purpose pursuing the psychological adjustment by having a new friend as shown in the novel, *Kimberly: In the end, that day turned out to be a good one. Even more important, I'd met Annette, the frizzy-haired girl. After the rubber incident... (Kwok, 2010: 55)*. Kimberly's meeting with Annette gradually helps her adjustment. Annette, a friend who makes school bearable for her initiating Kimberly changes the adopted strategy that will be further explained in the next sub-chapter.

4.2.1.1.3 Integration

Kimberly is once be identified to adopt the integration strategy for psychological adjustment. A young Kimberly screens the third parties which difficult to figure out. It is because she is lost in translation and has no idea what people doing as she had not encountered yet as implicitly sometimes narrated in the novel, *Kimberly: "You think that because my clothing is different from theirs. It is actually only because I do not understand what they are doing." (Kwok, 2010: 217)*. Thus, she has not really into some new cultural matters. She keeps herself in

Chinese custom which supported by Ma, as can be seen, she along with Ma re-decorate apartment with Chinese belief since her first step in the United States,

Kimberly: we set up five altars in the kitchen: to the earth god, the ancestors, the heavens, the kitchen god and Kuan Yin. Kuan Yin is the goddess of compassion who cares for all of us. We lit incense and poured tea and rice wine before the altars. We prayed to the local earth god of the building and apartment to grant us permission to live there in peace, to the ancestors and heavens to keep away troubles and evil people, to the kitchen god to keep us from starving and to Kuan Yin to bring us our hearts' desires. (Kwok, 2010: 235)

It can be argued that Kimberly has not influenced by the third parties in the early of moving as she does not interact really often the outside of Chinatown, but if any moment she goes outside, she will find it uncomfortable among people who do not take her seriously due to differences. Furthermore, it is narrated on a free day, Kimberly visits Shaolin temple directing to her sanctuary,

Kimberly: Our one bright spot was when we went to the Shaolin temple in Chinatown. It was on the second floor of a building in the Lower East Side and was my sanctuary..... I felt at peace in the temple, as if we had never left Hong Kong. As if there were forces of compassion that were watching over Ma and me. (Kwok, 2010: 283)

she is not psychologically ready confronting challenges ahead in term of encountering cultural differences of daily life since she needs compassion that she has not found from others in her new environment. Everything about Hong Kong and Chinese belief cannot be easily taken away at first as something she always holds since childhood.

Above all, the strong willing to be Americanized becoming similar to her fellow at school is undeniable, hence, developing interaction with friends at

school is regularly done aside from maintaining her own culture. Likewise, Kimberly let situation flow as befriend with Annette is more than enough until when it comes to achievement of becoming one of the best students at school giving her popularity among classmates and constantly being a spotlight as the following monologue, *Kimberly: I was brought into his sacred circle. I became accepted by the popular group, I had a kind of power that made them want to be seen with me but they were careful around me. I was liberated* (Kwok, 2010: 220), Kimberly has changed into a girl with power to become spotlight. Girls at school want to be seen with her encouraging Kimberly to dive deeper into them and for that she feels liberated. Not only girls but also boys who sometimes asking her for a tutoring session, so then Kimberly gets invited to a party, *Kimberly: I was tempted. I'd never been to a party or a dance and this gave me an excuse for going. "Let me think about it."* (Kwok, 2010: 222) however, Kimberly concerns with Ma's permission narrated at the monologue below,

Kimberly: Annette and I made our plans. Ma would never let me go to a party given by a boy. I would tell Ma I was sleeping over at Annette's and then Annette and I would go together. I was sure it would be okay if she tagged along. I just needed to convince Ma. (Kwok, 2010: 230)

on the other hand, Kimberly endures to Chinese culture that a girl is not allowed to attend a party held by a boy. She worries whether attending a party would break the belief. The confusion leaves her guilty feeling as she urges to have some fun and to be like them portrayed at the following monologue, *Kimberly: I felt guilty about leaving Ma alone at the factory but I wanted to have some fun for once, like the other kids my own age.* (Kwok, 2010: 236).

In conclusion, Kimberly becomes bicultural individual after adopting separation in short period of time seeking interaction with greater society is compulsory, for this reason, Kimberly engages with friends at school along with retains her own culture. The monologues above are presented to support the fact that Kimberly once adopted the integration of acculturation strategy helping her to adjust in a new place while navigating the two cultures. The separation strategy gives very much influenced beforehand of taking the integration. The writer assumes that in the young age with wanderer soul but under Ma's control, Kimberly's integration is only for a while suits Kimberly in pursuing psychological adjustment without letting down anyone and not very much delivers many hardships over her. However, an individual possibly changes the strategy for several times, also happens to Kimberly finding out that gets invested into the third parties is more enjoyable that will be explained in details in the following strategy.

4.2.1.1.4 Assimilation

Kimberly is directly invested into the new culture with both less awareness and background knowledge in term of her culture. She only thinks about how to be accepted by her friends at school, thus, she tries to interact with people outside of the factory as much as possible as quoted below,

Kimberly: I couldn't get away from the factory much. Once in a long while, when we had a bit of time before the next shipment went out, I lied to Ma and snuck off with Annette for a few hours in the afternoon. On the rare occasions when I was invited somewhere, I made excuses without even trying to ask Ma for permission. (Kwok, 2010: 251)

Kimberly tries to be more flexible around her friends at school, as she knows to be different and keep a distance will put her into the worse situation of adjustment. Despite of Ma's disallowance worried that Kimberly will not act upon her Chinese background, Kimberly insists to socialize a lot. It can be seen that Kimberly's effort to be invested into the greater society are succeeded and Kimberly has strong desire to be part of it by accepting invitations she got in her free time without concerning upon Ma's permission ended up in making up excuses. Not only getting along with her new friends, but Kimberly also studies and copies her friends how to look like an American teenager in general,

Kimberly: More of the girls in class also started wearing makeup to school, or applying it in the restrooms or at their lockers. This interested me more than the ski jackets. It seemed to have a magical quality that would somehow make you more normal. I immediately thought about using it to cover my nose, sometimes raw from the colds I got. (Kwok, 2010: 260)

based on the monologue above, knowing that most girls at school wearing makeup triggers Kimberly to be looked the same by wearing makeup to cover the flaws. She does not think twice wearing makeup due to the fact that makeup is a new thing she had not encountered yet back then in Hong Kong and considered it as a normal since it is worn by the majority around her. By that, we have the same understanding that the new definition of normal for Kimberly is girls wearing makeup.

Kimberly are used to being excluded from boys as Ma always warned her before but due to her pseudo-popularity among boys at school because of her

intelligence, thus, boys who fail at a certain subject will ask Kimberly for a tutoring by phone,

Kimberly: Every weekend, after we got home from the factory, the phone would ring and it would be a boy. I finally disentangled the cord from my hands and hung up the phone, it would ring again and it would be another boy. This drove Ma crazy, especially if they phoned late in the evening. Talking to a boy on the phone was bad enough but doing it in the dark really crossed the line. (Kwok, 2010: 213)

thus, in that sense, it enhances Kimberly's tendency to very much interact with boys as the door has opened while she knows that it is inappropriate for Chinese. This becomes more normal for Kimberly and Kimberly gradually knows how to treat them, as a result Kimberly more enjoys the companion with boys at school,

Kimberly: At school during my free periods, I spent a lot of time taking walks hand in hand with boys. We would walk and we would make out. This was exactly what Ma had warned me not to do with boys, which only made it more fun. I was forced to be responsible in so many other ways that I was glad to have the freedom over my own body. I could only go so far—there's only so much you can do in fifty minutes on school property—but the boys didn't seem to mind much. (Kwok, 2010: 214)

As can be seen at the monologue above, Kimberly sort of ignores all Ma warned her about. Kimberly starts to follow the flows in terms of interaction with greater society and very much absorbed into the host culture which comes into consideration as unladylike. In addition, she said that she can do more besides the improper deeds she had done above, showing that Kimberly has lost naivety known for Chinese girls stereotype. On the other hand, those has given satisfaction for her over being attached by her home culture. Furthermore, adjustment initiates Kimberly to fit into society and develops a daily relationship with the new culture. Accepted by friends, Kimberly does not being quite firm

following fellow teenagers in a party thrown by Curt, her closest friend, for her. The party she attends giving her to feel like a real American teenager in regards of achieving adjustment through monologue below,

Kimberly: The music was as loud as the machines at the factory. Annette pulled me onto the floor and we started to dance. It was my first time dancing to this kind of music, but I found I had a natural feel for it. A circle of people joined us, and after a while, Annette drifted off somewhere. Spinning around under the disco ball, I felt like a real American teenager. (Kwok, 2010: 238)

The hardest challenge to overcome is the language barrier, although Kimberly had an English subject in Hong Kong but in the United States she does very much hardly recognize what people say causing failure at some subjects at school. Thus, she studies English as often as she could. Luckily, Kimberly gets privilege from a scholarship at Harrison school, an English tutor helping her improvement, although it takes a very long time to be fluent in English but Kimberly has no more language barrier ahead as narrated below,

Kimberly: But in a way, now that now my English was fairly fluent, and she told me she'd never seen anyone improve so fast. I knew there was still a long way for me to go, though, and I studied English in all of my spare time. (Kwok, 2010: 149)

Logically, due to English improvement which means getting easier for Kimberly to adjust and socialize with others outside of Chinatown. Kimberly works very hard for the adjustment, for instance learning English as an obligation regarding to the subjects at school. As a result, Kimberly does not quite concern upon her mother language as the writer finds that Kimberly sometimes hardly understands when her fellow speak in Chinese since certain things are not said directly.

To sum up, all quotations along with explanations above show that at last, Kimberly can be identified of choosing assimilation from acculturation strategy for the sake of her psychological adjustment. Despite her constant avoidance, the writer concludes that the reality or the pressure coming from third parties very much leads her to be well-assimilated, thus, she will be accepted and be a part of greater society by holding new cultural values.

4.2.1.2 The Psychological Outcomes of Acculturation Strategies

4.2.1.2.1 Separation

The psychological outcomes of separation strategy are hardly identifiable. Separation strategy itself does not very affect Kimberly, hence, Kimberly does not undergo the behavioral shift. Kimberly still performs slightly the same behavior the way she behaved in Hong Kong. However, the reactions seen from the monologues above can be concluded that Kimberly genuinely avoids interaction with third parties possibly leading her to have behavioral shift since it likely prevents her in retaining her own culture. On the contrary, acculturative stress is quite obvious experienced by Kimberly. How everything is completely opposite and she is clueless, as we know that the acculturative stress is very much resulting to be haunted by anxiety and desperation for the worst scenario if she interacts more with third parties. In decreasing the acculturative stress, Kimberly remains staying in the safe place where she belongs at Chinatown with fellow Chinese while preserving Chinese custom in purpose to get the ambience of Hong Kong where there is no pressure.

4.2.1.2.2 Integration

The psychological outcomes of Kimberly adopting this strategy are varied since integration strategy is constructed for navigating two different cultures at a time. Navigating two cultures in a new place means that some aspects belong to behavioral shift still remain the same. The identified psychological outcomes through behavioral shift partly found, for instance, Kimberly is still a good girl by consistently holding a similar Chinese custom, belief, and even food preferences illustrated with some previous quotations, but potentially becomes a reasonably independent girl because of experiencing Western lifestyle which she has been accepted by a popular group at school. The behavioral shift of integration is quite similar compared to separation but different in quantity and very much shown the shifting tendency from the touch of the new culture. Moreover, acculturative stress has been encountered since the time Kimberly adopted separation. She studies how to deal with it, causing anxiety and desperation beforehand, whereas undoubtedly getting in touch with new culture is enjoyable by seeking daily interaction with the third parties. It means that her psychological adjustment gradually appears on the surface.

4.2.1.2.3 Assimilation

The assimilation strategy completely creates the new Kimberly, the one who finds her true self in terms of behavioral shift after her past milestones. Battling her

problem with Aunt Paula very much shows her verbal behavior shifting, she becomes the outspoken girl through the following dialogue,

Aunt Paula: "I gave you work and shelter! And this is how you repay my human currency." The currency of humanity is kindness. "I brought you here! That is a life debt, one you can never repay."

Kimberly: "You should think about your own life debt, to the gods," (Kwok, 2010: 266)

as known that Kimberly always showed respect to Aunt Paula as her culture has been taught to her, whereas after absorbing value from third parties she becomes a brave individual. Likewise, it drives the heavily attitude shifting, such as making up excuses to Ma for bad purposes, making out with boys too much, and other illustrations showing that Kimberly no more represents innocent Chinese girl. She even declares herself having big tendency for being Americanized. In addition, she frequently communicates in English unless with Ma, since her English becomes fluent, as illustrated through some quotations showing the conversation between Kimberly with Aunt Paula, or Matt in English. After analyzing from mid to the last chapter of the novel, comes to the result where Kimberly has been adopting assimilation, nothing to be found narrating Kimberly performs the Chinese custom. On the other hand, Kimberly no more experiences acculturative stress. Acculturative stress gradually decreases since integration strategy as she obtains her comfort among greater society which at first certain things seemed strange until considered normal.

CONCLUSION

This thesis discusses the adopted acculturation strategies and the psychological outcomes using John W. Berry's (1990) psychological acculturation theory. The data analysis come to the conclusion that Kimberly is proven to adopt three of four acculturation strategies alternately. Kimberly's action in which can be identified as adopting a certain strategy provides a different psychological outcomes within the acculturation process takes place. Due to the different life issues that Kimberly has been confronted, Kimberly changes her strategy for three times to look for a more suitable strategy that complies her goal. The acculturation strategies are related to the psychological outcomes that arise as the result of Kimberly's psychological adjustment. The writer argues that she pursues the psychological adjustment upon the findings from Kimberly's behavior shifting toward the third parties and the third parties toward her.

The latest strategy she adopts is assimilation since it complies her to intentionally deal with the third parties than the previous strategies. The assimilation is likely successful because at last the third parties have positive attitudes towards Kimberly and willing to accept her through the acculturation process. Kimberly is easily influenced by the third parties in her acculturation process that makes her to end up well-adjusted in a totally new place without being an outcast anymore as she belongs to the third wave immigrant. Hence, the

writer hopes that this study regarding Kimberly's acculturation process will encourage the reader to find the benefits of acculturation strategies application for immigrants.

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