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Analyzing Rachel Chu in Crazy Rich Asians Using Face Negotiation Theory for Teaching Material Development Cross-Cultural Understanding

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Abstract

This study examines the character of Rachel Chu in the movie *Crazy Rich Asians*, utilising Face Negotiation Theory, formulated by Stella Ting-Toomey. The movie depicts a cultural conflict between Rachel, a Chinese-American woman with an individualistic upbringing, and her lover Nick Young's family, who embody a collectivist East Asian society. The cultural conflict encompasses disparities in values, perceptions of social hierarchy, and methods of preserving and negotiating "face" during conflict scenarios. This research aims to determine the cultural conflicts Rachel encounters, the origins of these conflicts, and the reasons for their occurrence. This research employs a descriptive qualitative methodology utilising a narrative analysis framework. The results indicate that Rachel uses self-face to mutual-face tactics to address cultural constraints from Nick's family, and through intercultural communication adaptation, she effectively navigates the issue while preserving her identity. The research enhances comprehension of cross-cultural communication, particularly in intercultural relationships and marriage. It underscores the significance of cultural awareness in conflict resolution and fostering understanding among individuals from diverse origins.

Keywords: Cross-Cultural Understanding, *Crazy Rich Asians*, Face Negotiation Theory, Rachel Chu

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Introduction

In an era of increasing digitalisation and multiculturalism, cross-cultural understanding has become an essential skill, particularly in fostering intercultural relationships. Jon M. Chu's movie *Crazy Rich Asians* (2018) offers a rich narrative to explore these dynamics through the character of Rachel Chu, a Chinese-American woman navigating the social and cultural expectations of her wealthy Singaporean boyfriend's family. The movie reflects cultural conflicts, identity negotiations, and the intersection of Eastern and Western values, making it relevant for analysis using Face Negotiation theory from Ting-Toomey & Dorjee, (2018), which discusses how individuals from different cultures manage conflict while maintaining their self-image or face. Rachel's journey reflects the common challenges faced by individuals with bicultural identities, particularly in reconciling cultural heritage and educational backgrounds. Young Yun Kim's, (2001) Cross-Cultural Adaptation theory further supports an understanding of the cultural adaptation process Rachel undergoes, involving pressure, learning, and the integration of new cultural elements. Previous studies have examined issues of identity, cultural conflict, and symbolic representation in this movie, such as those by Inayati et al., (2022), Wiraldy & Ginting, (2021), Tjhing & Ariati, (2022), and Suwastini et al., (2020). However, these studies generally have not comprehensively integrated cross-cultural communication theory into their analysis of conflict resolution strategies. This study aims to fill this gap by applying Face Negotiation Theory in depth to examine the character of Rachel Chu, particularly in identifying the cultural conflicts that arise, how they emerge and are resolved, and the cultural values underlying them. The novelty of this research lies in the application of this theory to a movie that has not been extensively analyzed through this approach. Thus, this study not only contributes to academic understanding of cultural negotiation in the context of bicultural identity but also offers practical insights for cross-cultural communication and conflict resolution, as well as potential for developing educational materials for cross-cultural learning.

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Literature Review

Cross-Cultural Understanding

Cross-cultural understanding is recognizing, respecting, and effectively interacting with cultural differences. Deardorff, (2020) Intercultural competence is defined as cultural self-awareness, empathy, openness, and adaptability in cross-cultural communication. It is especially important in language education, as students encounter various worldviews entrenched in the texts and environments they study. Cross-cultural understanding develops from Crazy Rich Asians' depictions of cultural disputes, identity negotiations, and familial expectations. Analyzing these factors provides valuable insights into the development of learners' intercultural sensitivity, particularly when integrated into communicative and reflective classroom activities.

As noted by Samovar et al., (2013) Understanding such differences is essential for fostering more harmonious relationships in an increasingly multicultural world. Recognizing and respecting other cultures' values, norms, and behaviours is key to avoiding misunderstandings and building stronger interpersonal and professional connections. For instance, differences in communication styles, such as eye contact, demonstrate how simple gestures can be interpreted differently across cultures.

In Western cultures, maintaining eye contact is often seen as a sign of honesty and confidence. In contrast, in many Asian cultures, prolonged eye contact may be viewed as disrespectful or confrontational. Understanding cultural nuances can help prevent unnecessary conflict and support more effective communication. As global interconnectedness grows, navigating and understanding cultural differences becomes increasingly vital across business, education, and diplomacy. Intercultural competence, which involves awareness of one's cultural biases, adaptation to other cultural norms, and managing cross-cultural interactions effectively, is essential for success in today's diverse and interconnected world. Moreover, understanding cultural diversity also helps prevent symbolic oppression, where one culture is superior to another.

In this context, American culture emphasizes values such as individualism, freedom, and equality, which have been shaped by the country's history and ideological foundations. These values promote personal achievement, individual responsibility, and the belief that anyone can succeed

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through hard work and perseverance. On the other hand, cultures such as Japan or Indonesia emphasize collectivism, prioritising group harmony and collective well-being over individual success. This contrast between individualism and collectivism highlights how cultural values can vary significantly, influencing behaviours, social expectations, and interpersonal interactions.

Face Negotiation Theory

The Face Negotiation Theory was developed by Stella Ting-Toomey & Dorjee, (2018) Provides an important basis for understanding how individuals from different cultures deal with conflict. This theory centres on the concept of “face,” which is the image of oneself that one wants to maintain in social interactions. In collectivist cultures, maintaining face is closely related to maintaining social harmony, while in individualist cultures, face is more related to autonomy and self-expression. Ting-Toomey explains that cultural values greatly influence how individuals resolve conflicts and maintain their face. There are several key concepts in this theory, including self-face, other-face, and mutual-face concern, each of which reflects an individual's focus on their image, others' images, or both. Additionally, this theory identifies five conflict management styles: avoidance, accommodation, competition, compromise, and collaboration, which are used to maintain or restore face according to each culture's norms. In collectivist cultures, maintaining group face and social honour is prioritized, even if it means sacrificing personal interests. Conversely, in individualist cultures, restoring personal face is often done through direct self-defence. This theory also includes face-threatening strategies, which are actions or communications that can damage one's self-image or group image, typically arising in conflict situations and influenced by power dynamics between individuals.

Character in a Movie

In movies, characters are more than fictitious figures; they are symbolic representations of cultural, psychological, and ideological values. According to Wyatt & Phillips (2023), movie characters embody the beliefs and behavioural conventions of the communities from which they originate.

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Their dialogue, actions, conflicts, and resolutions provide textual evidence that can be studied to reveal deeper meanings inside a story.

Rachel Chu plays a culturally hybrid character in *Crazy Rich Asians*. She is an Asian-American woman educated and nurtured in the United States who struggles to find her identity in a traditional Singaporean Chinese setting. Her portrayal is essential to the movie's major conflict. She demonstrates individualistic characteristics such as emotional expression, aggressiveness, and a propensity for direct communication, which contrast with Eleanor Young's collectivist beliefs of family honour, hierarchy, and silence in conflict.

Rachel's transformation throughout the movie from being an outsider in Nick's family to establishing her dignity and self-worth makes an excellent case study for implementing Face Negotiation Theory. Her attempts to negotiate face in several moments (e.g., the confrontation with Eleanor, the mahjong scene, and her decision to withdraw from the engagement) illustrate cross-cultural tactics for preserving identity and dignity amid conflict. These moments are crucial for learning how characters are formed to portray cultural tension and resolution, directly impacting teaching cross-cultural communication in the classroom.

Teaching Material Development

Developing teaching materials in English language education is essential for delivering linguistically suitable, culturally relevant, and pedagogically practical content. Tomlinson (2023) asserts that effective teaching materials must engage learners on cognitive and emotional levels, mirror real-life contexts, and facilitate active learning via authentic texts. Movies like *Crazy Rich Asians* are valuable resources for authentic input in language acquisition and cross-cultural analysis. Rachel Chu exemplifies navigating intercultural conflicts through emotional intelligence and assertiveness, providing a pertinent case for students to examine interpersonal communication strategies. Activities including character analysis, role-play, reflective writing, and pragmatic discourse interpretation enable learners to investigate the impact of cultural values on communication styles, identity negotiation, and conflict resolution. These tasks enhance communicative competence and foster intercultural sensitivity, which is crucial in today's

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globalised context. Incorporating Rachel Chu's experiences and the cultural tensions depicted in *Crazy Rich Asians* into educational resources enables students to apply Face Negotiation Theory in real-world scenarios, increasing their understanding of varied cultural viewpoints.

This material development adheres to communicative language teaching (CLT) principles and facilitates the enhancement of cross-cultural competence. This approach allows students to connect theoretical concepts to practical applications, especially when Face Negotiation Theory is incorporated into the curriculum.

Research Methodology

The research methodology used was a qualitative descriptive approach. This approach was chosen because it allowed researchers to describe and understand the social and cultural phenomena experienced by the character Rachel Chu in the movie *Crazy Rich Asians*. Research instruments in the form of documentation and audiovisual material were used to analyze the character, given that the object of research was a fictional character in a movie. The movie and dialogue transcripts were the main sources for observing verbal and nonverbal behaviour, cultural background, and communication dynamics between characters. Data collection was carried out through three methods: a documentary study of key scenes in the movie, a literature review to strengthen the theoretical foundation, and observational notes taken during the movie replay process to record the communication strategies and forms of cultural adaptation displayed by Rachel. Data analysis was based on Miles and Huberman's interactive model, which includes the presentation of data in the form of descriptive narratives and dialogue quotations, as well as the drawing and verification of conclusions. This analysis was also combined with Ting-Toomey's Face Negotiation theory to explain how Rachel manages cultural conflicts and maintains her self-image in the context of cross-cultural communication. This approach was chosen because it aligns with the theoretical framework underlying the research and supports a comprehensive and contextual analysis of the character.

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Findings

Using Face Negotiation theory and Rachel Chu's character analysis, this study seeks answers to three major questions about the cultural conflicts in the movie *Crazy Rich Asians*. The goal of this research is to determine the theory's usefulness for the production of instructional materials that promote cross-cultural understanding. The following findings are based on the research questions:

1. Cultural cases of conflict found in *Crazy Rich Asians*

a. Face and Self-Respect

Table 4. 1 Face and Self-Face

Timestamp	Scene Picture	Dialogue	Analysis
01:13:10		Eleanor: "You will never be enough."	1. Rachel maintains her self-respect by remaining calm and not replying emotionally. 2. Eleanor attacks Rachel's identity as an 'outsider' who does not understand family values.

Based on Table 4.1, Rachel demonstrated remarkable self-control by not responding emotionally. This reflects the self-face maintenance strategy as described in Face Negotiation Theory, which is an individual's attempt to maintain a positive image of themselves in the face of threats or insults. Rachel's response shows the characteristics of an individualistic culture that emphasizes calmness, self-esteem, and emotional control as forms of personal strength.

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b. Individualist vs. Collectivist Cultures

Table 4. 2 Individualist vs. Collectivist

Timestamp	Scene Picture	Dialogue	Analysis
01:43:35- 01:43:57		<p>Eleanor Young: “There is a Hokkien phrase. Ka gi lan. It means our kind of people. Moreover, you are not our kind.”</p> <p>Rachel Chu: “Cause I am not rich? Cause I did not go to a British boarding school or was not born into a wealthy family?”</p> <p>Eleanor Young: “You are a foreigner. American. Moreover, all Americans think about is their happiness.”</p>	<p>1. The value conflict between personal achievement vs. family honour is the main source of cultural conflict.</p> <p>2. Rachel represents individualistic culture (America), while Eleanor and Ah Ma represent collectivistic culture (Asia).</p>

Based on Table 4.2 illustrates the clash between individualistic and collectivist cultural values, which is reflected in the dialogue between Rachel and Eleanor. Eleanor accuses Rachel of being a foreigner (American) who only cares about her happiness. Meanwhile, Rachel questions whether her rejection is due to her social class background. This conflict reflects a fundamental difference:

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Rachel represents American individualistic culture, which emphasizes personal achievement and romantic love, while Eleanor and her family uphold family honour and collective responsibility. This clash of values is the root of the main tension in the movie.

c. Self-Face Concern vs. Other-Face Concern

Table 4. 3 Self-Face Concern vs. Other-Face Concern

Timestamp	Scene Picture	Dialogue	Analysis
01:45:26-01:32:30		<p>Rachel: “I am not leaving ’cause I am scared or think I am not enough. Because... maybe for the first time in my life, I know I am. I love Nick so much. I do not want him to lose his mom again. So I just wanted you to know that one day, when he marries another lucky girl who is enough for you, you will be playing with your grandkids while the tan is blooming. The birds are chirping that it was because of me... a poor, raised by a</p>	<ol style="list-style-type: none"> 1. Rachel (self-face): maintains her identity as an independent woman while remaining polite. 2. Eleanor (other-face): wants to protect her family's honour and face. 3. Rachel (mutual-face): At the end of the movie, she chooses to step down to protect Nick's family's face

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Timestamp	Scene Picture	Dialogue	Analysis
		single mother, low-class, immigrant nobody.”	


Based on Table 4.3, Rachel demonstrates a combination of self-face and other-face concerns.

She states that she is a good person and loves Nick, but chooses to end the relationship to protect Nick's family honour. This action reflects a shift from a self-face orientation toward a mutual-face orientation, which is an effort to protect one's honour while showing empathy for the collective values of the other party. This scene illustrates the pinnacle of Rachel's character development, elegantly bridging individualistic and collectivist values.

d. Five Conflict Management Styles

1) Avoiding

Table 4. 4 Five Conflict Management Styles: Avoiding

Timestamp	Scene Picture	Dialogue	Analysis
01:13:10		Eleanor: “You will never be enough.”	Rachel does not reply to Eleanor's insults directly.


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2) Accommodating

Table 4. 5 Five Conflict Management Styles: Accommodating

Timestamp	Scene Picture	Dialogue	Analysis
01:45:26- 01:32:30		Rachel: “I am not leaving ’cause I am scared or think I am not enough. Because... maybe for the first time in my life, I know I am. I love Nick so much. I do not want him to lose his mom again. So I just wanted you to know that one day, when he marries another lucky girl who is enough for you, you will be playing with your grandkids while the tan is blooming. The birds are chirping that it was because of me... a poor, raised by a single mother, low-class, immigrant, nobody.”	Rachel backs out of the relationship for the sake of Nick's family honour.


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3) Competing

Table 4. 6 Five Conflict Management Styles: Competing

Timestamp	Scene Picture	Dialogue	Analysis
01:43:35-01:43:57		Eleanor Young: “There is a Hokkien phrase. Ka gi lan. It means ‘our kind of people. Moreover, you are not our kind.’”	Eleanor attacks Rachel's identity and rejects her outright.

4) Politeness Strategy

Table 4. 7 Five Conflict Management Styles: Politeness

Timestamp	Scene Picture	Dialogue	Analysis
01:10:07-01:10:33		Eleanor Young: "I chose to help my husband run a business and to raise a family. For me, it was a privilege. But for you, you may think it's old-fashioned. It's nice you appreciate this house and us being here together, wrapping	Eleanor insinuates Rachel subtly.

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Timestamp	Scene Picture	Dialogue	Analysis
		dumplings. But all this doesn't just happen. It's because we know to put family first, instead of chasing our passion.	

Based on Tables 4.4 to 4.7, the researcher identified several styles of conflict resolution based on Face Negotiation Theory. In the avoiding style, Rachel did not respond to Eleanor's insults directly, but chose to remain silent to avoid escalating the conflict. In the accommodating style, Rachel voluntarily withdrew from the relationship for the sake of Nick's family honour. Eleanor, on the other hand, applied the competing style by directly attacking Rachel's identity. The politeness strategy was evident when Eleanor subtly criticised Rachel regarding the role of women in the family. These patterns show that each character uses a style that is in line with the cultural values they adhere to.

e. Influence of Cultural Context on Communication Patterns


Table 4. 8 Influence of Cultural Context on Communication Patterns

Timestamp	Scene Picture	Dialogue	Analysis
01:13:10		Eleanor: "You will never be enough."	1. Eleanor: high-context culture - uses sarcasm and indirect communication. 2. Rachel: low-context culture - more direct, but learns to adjust over time.

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Timestamp	Scene Picture	Dialogue	Analysis
01:45:26- 01:32:30		<p>Rachel: “I am not leaving ’cause I am scared or think I am not enough. Because... maybe for the first time in my life, I know I am. I love Nick so much. I do not want him to lose his mom again. So I just wanted you to know that one day, when he marries another lucky girl who is enough for you, you will be playing with your grandkids while the tan is blooming. The birds are chirping that it was because of me... a poor, raised by a single mother, low-class, immigrant nobody.”</p>	

Based on Table 4.8, in analysing communication patterns, a striking difference was found between high-context culture (represented by Eleanor) and low-context culture (represented by Rachel). Eleanor tends to use indirect, sarcastic, and implicit communication. In contrast, Rachel, who comes from a low-context culture, is more open and direct in expressing her feelings.

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However, as the story progresses, Rachel learns to adapt her communication style to better align with the social norms prevailing in Nick's environment.

f. Collective Face in Collectivist Cultures

Table 4. 9 Collective Face in Collectivist Cultures

Timestamp	Scene Picture	Dialogue	Analysis
01:32:26- 01:33:20		Ah, Ma: “Rachel. I have only known you briefly, but you are a brilliant woman. However, I will not permit you to ruin my grandson with your ambition.”	In a collectivist culture, maintaining family honour is more important than individual happiness.

Based on Table 4.9, Ah Ma's rejection of Rachel, expressed in the statement that Rachel's ambition could ruin her granddaughter, reflects the importance of collective face in collectivist cultures. In these cultures, maintaining the honour and reputation of the family is more important than individual happiness. Rachel is seen as a threat to the stability and honour of the family, not because of her personality, but because of her background and values, which are considered incompatible.

g. Self-Face Restoration


Table 4. 10 Self-Face Restoration

Timestamp	Scene Picture	Dialogue	Analysis
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01:45:26- 01:32:30		Rachel: “I am not leaving ’cause I am scared or think I am not enough. Because... maybe for the first time in my life, I know I am.	<ol style="list-style-type: none"> 1. She proved her worth without sacrificing her identity. 2. Rachel restored her self-esteem through strategic mahjong and chose to withdraw with dignity.
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Based on Table 4.10, Rachel successfully restored her self-image through her wise actions in the mahjong game. She showed that she was not a weak or unworthy woman, but someone with self-respect, principles, and wisdom. She withdrew not because she felt inferior, but as a form of sacrifice and generosity, while maintaining her identity as an independent woman.

h. Face-Threatening Strategies

Table 4. 11 Face-Threatening Strategies

Timestamp	Scene Picture	Dialogue	Analysis
01:13:10		Eleanor: “You will never be enough.”	<ol style="list-style-type: none"> 1. Ah Ma also attacks Rachel's self-esteem directly regarding her mother's origins. 2. Eleanor uses various FTAs, including blaming, belittling, and explicitly rejecting Rachel.
01:10:07-01:10:33		Eleanor Young: “I was not. I withdrew from university when we got married. I chose to help my husband run a business and to raise a family. For me, it was	<ol style="list-style-type: none"> 3. Eleanor subtly insinuated that her need for control over Nick's partner would still be fulfilled, but not because Eleanor won, but because Rachel chose to withdraw.

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Timestamp	Scene Picture	Dialogue	Analysis
		<p>a privilege. However, you may think it is old-fashioned. It is nice that you appreciate this house and us being here together, wrapping dumplings. However, all this does not just happen. It is because we know to put family first instead of chasing one's passion.”</p>	
01:45:26-01:32:30		<p>Rachel: “I am not leaving ’cause I am scared or think I am not enough. Because... maybe for the first time in my life, I know I am. I love Nick so much. I do not want him to lose his mom again. So I just wanted you to know that one day, when he marries</p>	

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Timestamp	Scene Picture	Dialogue	Analysis
		<p>another lucky girl who is enough for you, you will be playing with your grandkids while the tan is blooming. The birds are chirping that it was because of me... a poor, raised by a single mother, low-class, immigrant nobody.”</p>	
01:32:26-01:33:20		<p>Ah, Ma: “Rachel. I have only known you briefly, but you are a brilliant woman. However, I will not permit you to ruin my grandson with your ambition.”</p>	

Based on Table 4.11, the researcher noted that Eleanor and Ah Ma used various face-threatening acts (FTA) to attack Rachel, such as belittling her origins, questioning the legitimacy of her family, and explicitly rejecting her existence. This strategy reflects the power dynamics and collectivist cultural expectations regarding the role of prospective family members. However, Rachel responded to these attacks with emotional maturity, subtle communication strategies, and high self-control, demonstrating a high level of cultural intelligence.

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2. The conflicts arising in Crazy Rich Asians

This study analyzes cultural conflicts in the movie *Crazy Rich Asians* through the lens of Face Negotiation theory developed by Stella Ting-Toomey. This theory explains how individuals from different cultures manage conflict and maintain face in social interactions. In the context of this movie, conflict arises due to differences in values between the individualistic culture (American) represented by Rachel Chu and the collectivistic culture (Asian) represented by Nick Young's family, especially his mother, Eleanor.

a. Cultural Value Differences: Individualism vs. Collectivism

Rachel, as an Asian-American woman, was raised with individualistic values that emphasize personal achievement and individual freedom. Conversely, Eleanor and Nick's family uphold collectivist values that emphasize family honor and self-sacrifice for the common good.

b. Communication Strategies and Face Management (Facework)

In their interactions, Eleanor uses indirect communication (high-context) to express her dislike of Rachel, such as mocking Rachel's lifestyle, which she considers too "American" and selfish. Rachel, on the other hand, tries to maintain her self-face by remaining polite and not responding emotionally.

c. Identity Conflict and Gender Roles

The conflict escalates when Eleanor explicitly states that Rachel "will never be enough" for her family, which is a direct attack on Rachel's identity as an independent woman. Additionally, differing views on gender roles also fuel the conflict; Eleanor believes that women should sacrifice personal ambitions for the sake of the family, while Rachel believes that relationships should be built on equality and mutual support.

d. Conflict Resolution through Sacrifice and Mutual-Face Strategy

In the symbolic mahjong scene, Rachel chooses to withdraw from her relationship with Nick, not because she feels inferior, but as a form of sacrifice to preserve Nick's family honor. This action reflects a mutual-face strategy, where Rachel successfully preserves her own honor while showing respect for Nick's family values.

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3. The reasons for the conflicts in Crazy Rich Asians

In *Crazy Rich Asians*, the conflict arises from the confluence of cultural, social, and personal variables that cause tension between Rachel and the Young family. These factors work together to create the conflict. Several factors contribute to the occurrence of these conflicts:

a. Differences in Culture

Rachel grew up in the United States with values that emphasize individualism, personal achievement, and romantic love. These values contrasted with the Chinese traditions that Nick Young's family held dear, such as filial piety, family honor, and collective responsibility. These cultural differences are a major source of tension between Rachel and Eleanor. Eleanor views Rachel's values as selfish and not in line with the spirit of sacrifice in Chinese culture. This is reflected in her words, "Pursuing one's passion. How American. Well, your mother's very open-minded, unlike here, where parents are obsessed with shaping the lives of their children." For Eleanor, pursuing one's passion is a foreign concept that reflects a lack of commitment to family.

b. Differences in Economic and Social Class

The difference in social class and economic status also triggered a major conflict between Rachel and Nick's family. Rachel comes from a middle-class background, raised by a single mother who worked hard to raise her. Meanwhile, Nick comes from a wealthy and influential Singaporean elite family. This inequality makes Rachel feel inadequate, and prompts condescending judgments from Eleanor who sees her as an outsider. In one of her sharp remarks, Eleanor says, "There is a Hokkien phrase. *Ka gi lan*. It means 'our kind of people.' Moreover, you are not our kind." This remark emphasized that for Eleanor, Rachel did not belong in their family's social and cultural circle because she did not have the same lineage or wealth.

c. Family Expectation

One of the main sources of conflict in the movie *Crazy Rich Asians* is the burden of family expectations, particularly from Nick Young's family, who adhere to traditional Asian collectivist values. Eleanor Young, as Nick Young's mother, strongly believes that personal desires must be

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sacrificed for the sake of family interests and honor. This perspective is the basis for Eleanor's rejection of Nick's relationship with Rachel Chu.

From Eleanor's perspective, Rachel's independent and career-oriented attitude reflects a lack of loyalty to the family. Eleanor represents the other-face and collective-face orientations in Face Negotiation Theory, where maintaining the family's reputation and harmony is more important than individual happiness. In contrast, Rachel demonstrates a self-face orientation, where individual freedom, personal achievement, and emotional honesty are top priorities.

This clash of values is what triggers the conflict between Rachel and Eleanor—it is not just a matter of approval, but also a fundamental difference in views on what it means to be a “suitable” partner in a traditional family structure. Eleanor believes that a daughter-in-law must be willing to sacrifice herself, be obedient, and fully integrate into the identity of the extended family. Meanwhile, Rachel who was raised in a more individualistic culture believes that healthy relationships are built on respect and equality.

The climax of this conflict is depicted in a highly symbolic mahjong scene. Rachel shows that she is willing to step back from her relationship with Nick for his happiness and to honor Nick's family. Ironically, this action fulfills Eleanor's expectations of sacrifice, yet it is done in a way that preserves Rachel's dignity and independence. This scene marks a turning point in their relationship. Eleanor begins to see strength and honor in Rachel's decision.

Conclusion

This research is important because it addresses cross-cultural issues, particularly in interpersonal and family relationships formed from diverse cultural backgrounds. Using Stella Ting-Toomey's Face Negotiation Theory, this study offers a new perspective on understanding how individuals manage cultural differences through identity negotiation and communication adaptation. The study of Rachel Chu's as main character in the movie *Crazy Rich Asians* serves as a concrete example of how cultural conflicts arise and can be analyzed in depth for the development of cross-cultural understanding teaching materials in English education. The main findings indicate that Rachel experiences various forms of cultural conflict, such as verbal rejection reflecting the collectivist

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cultural demands on family honor. She also faces differences in communication styles between high-context and low-context cultures, as well as conflicting social pressures and family expectations. In responding to these situations, Rachel gradually shifts her conflict resolution approach from self-face to mutual-face, aiming to preserve personal honor while fostering harmony in relationships. The main contribution of this study lies in the application of established communication theory in the context of popular movies. This demonstrates that narrative media such as movies can be effective tools for illustrating theoretical concepts and building cultural awareness in educational settings. Thus, this study not only enriches the academic literature in the field of intercultural communication but also provides practical contributions to the development of media-based pedagogy. For future research directions, it is recommended that researchers explore other characters in this movie or conduct comparative studies with similar movies that feature cultural conflicts. Research can also be expanded by combining Face Negotiation Theory with other theories to obtain a more in-depth analysis. Additionally, the results of this study can be further developed into meaningful interactive learning modules in the context of intercultural communication education in the classroom.

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