



MORAL VALUES AND INTRINSIC ELEMENTS IN CRAZY RICH ASIANS NOVEL

Weliza Agustina¹, Baginda Simaibang², Mulyadi Mulyadi²

¹Universitas PGRI Palembang

Accepted :

05 January 2022

Published :

10 July 2022

Corresponding
Author: Weliza
Agustina

Email
Corresponding :
welizaagustina93@g
mail.com

ABSTRACT

The main of this study was discovering intrinsic elements and moral values in Crazy Rich Asians Novel, besides the theoretical implications of ELT strategy. The qualitative study method was used in this study. The data were obtained from the novel's words, phrases, sentences, and utterances. Data were collected in three ways: documentation, interviews, and book reviews. Data analysis comprise specifying, reducing, itemizing, framing data and making conclusion. The novel's intrinsic elements included theme, characters, plot, setting, and subject matter; moral values in the novel included four aspects: commitment to something greater than oneself, respect for oneself, but with humility, self-control, acceptance of personal responsibility, respect for others and concern for their well-being, concern for other living things as well as the environment. The most dominant moral value was respect for others and concern for their well-being. This study was not previously conducted in other studies because it investigated more recent information about the exploration of moral values and intrinsic elements in Crazy Rich Asians Novel. This study encouraged English educators to use novels as a medium for learning literature in ELT strategy and the result of this study can be used as a resource for English educators and L2 students.

Keywords: *Values, Intrinsic, Crazy Rich Asians Novel*

1. INTRODUCTION

The writing of this research inspired by the Law of the Republic of Indonesia Number 20 of 2003 article 3 concerning the functions and objectives of the National Education System, which it aimed to be that the primary objective of national education is not only to generate sophisticated and competent students, but also to generate students with moral values. In addition, this research also refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning strengthening character education in formal education units. Through this policy, learning in schools is aimed at strengthening the character of students, in addition to seeking the development of knowledge and skills. The result of t independent test was the mean of

experiment group higher than mean of control group (Jaya, 2021).

Literary learning is significant because it can assist students in forming their personalities, dealing with values in the development of cultural education, and developing their national identities. Furthermore, literary works are human objects, human findings, or cultural findings because they are the consequence of human invention (Faruk, 2012).

Literature is a source of human desire, teaching moral values through its complexity in relation to human experiences. According to Arnold, "men needed to be moralized" in (Pantic, 2006:403) stated that the use of poetry was motivated by the fact that it is linked to sentimentality, ingenuity, and morality, as

Vol 5, No 2 (2022): ESTEEM

literature is concerned with what is actually taking place overall social.

According to (Purwati and Wardani,2019) mentions that novel without human worth, excluding novel educational. So that, the readers can get reflection from that values.

This research was conducted in order to explore English novels that had not been widely studied for their moral values. Many studies related to moral values in language and literature learning, one of which is the findings of (Aminin, et al.,2018: 2) which stated that the cultivation of character education can be through literary learning through the use of a foreign monolingual language or by combining a foreign language and native language.

Based on (Ho Yit's findings,2018:1) quoted that women in the novel *Crazy Rich Asians* by Kevin Kwan assessed the role of women in gender characters effectively. In addition, although the novel *Crazy Rich Asians* told the story of love and the life of crazy rich Singaporeans, this novel implied a quality of feminism that can inspire inspiration to become an intellectual and independent woman like Rachel Chu (Suwastini et al.,2020).

The novel *Crazy Rich Asians* was first released in 2013 and quickly became a New York Times international bestseller. *Crazy Rich Asian* is the first installment in the series, which is followed by *Crazy Rich Girl friend* and *Rich People Problems* in 2017. *Crazy Rich Asians* novel by Kwan is first novel had sold over 1.5 million copies. The success of the novel *Crazy Rich Asians* piqued Warner Bros' interest in adapting it for the big screen, which directed by Jon M. Chu (Ninik,2018).

This research had not been carried out previously in other studies because this research explored more information completely about the moral values and intrinsic elements in the novel "*Crazy Rich Asians*" by Kevin Kwan. This research contributed to all English educators to use novels as a medium for learning literature in the ELT strategy and the result of this research can be applicable as reference for English educators and L2 students.

Literature Review**1. The Concept of Novel**

The novel is the most complex form of narrative text that narrates the storyline of human life. According to (Simaibang,2017:122) mentions that the word of novel tends to come from the Italian novella, which represents a new small staff. Furthermore, a novel is a work of literary fiction that expresses an incredible event that creates conflict and a modify in the tragedy of the perpetrator (Sumaryanto,2019).

The novel is a prose fiction of literary work which it contains a series of stories of a person's life with the people around him, has complex elements including plot, characters, conflicts, themes, atmosphere, background and so on. A novel is created by the author from the mixing of imagination and a picture of life around the author which produces a new world that contains the lives of the characters. In novels, usually through the characters and the setting of the story, the authors insert concerns about what is going on around them, and convey their opinions through the message.

The novel entitled "*Crazy Rich Asians*" by Kevin Kwan can be categorized as social novel who inspired people life. This novel shown social class which has a big influence on human life relationships, and education. Based on the explanation from (Wicaksono,2014:22), novels that tell a story that can inspire readers are known as inspirational novels.

2. The Concept of Moral Values

The moral values of the literature is the message or lesson to be learned from the story. Moral values are the concepts of right and wrong that humans use to determine what they should and should not do in life. According to (Wibawa,2013:67) claims that moral values can be seen as a reference standard to assess whether a person's or a group's words and behaviours are moral or immoral.

Moral values has a close relationship both behavior and character, because moral is reflected by people life. Moreover, (Kinnier et

Vol 5, No 2 (2022): ESTEEM

al,2000:112) explained that a set of universal moral standards derived from literature and "accepted" by the majority (if not all) of the world's major religions and well-known secular organizations.

3. The Concept of Intrinsic Elements

According to (Simaibang,2017:122) said that the intrinsic element is comprised of five parts that design and construct a novel or story from the inside. The five parts of the intrinsic element of the novel are specified namely: character, setting, plot, theme or statement and subject matter.

4. The concept of Theoretical Implication for ELT

As a form of literary work, novels have many benefits to be used by teachers in teaching. Novels have many values that can be taught to students in language learning. There have been many researchers and English teachers who have examined the issues in a novel. In addition, literature is important in teaching four fundamental language skills: reading, writing, listening, and speaking. While using literature in the language classroom, nevertheless, skills should never be taught separately, but rather in an integrated manner (Hişmanoğlu,2005).

Methods

The writer did the research in Palembang from May until December 2021, conducted in the library and some locations for the interview. This "research was a descriptive research where the novel entitled "Crazy Rich Asians" by Kevin Kwan used as the object of the research. This inquiry employed qualitative research method of content analysis was used in this research.

Data and Data Sources

The data of this study was the moral values and intrinsic elements either words, phrase, sentences or utterances in the novel entitled "Crazy Rich Asians" by Kevin Kwan. The data sources of this research consisted of: the primary data sources in this research were

obtained from the novel entitled "Crazy Rich Asians" by Kevin Kwan and the secondary data sources were taken from books, journals and internet as additional data sources that conducted to answer research problems.

Data Collection and Data Analysis

The writer used the documentation method and the taking notes technique to collect data, focused on the novel entitled Crazy Rich Asians by Kevin Kwan. According to (Sugiyono,2019:87) explained that the collection of data from an object or variable from a note, transcript, book, or other reference is known as documentation.

The data were analyzed by using qualitative analysis which was Miles and Huberman's model data analysis. Data analysis comprise specifying, reducing, itemizing, framing data and making conclusion.

Trustworthiness of Data

To get validity and reliability of the data, the researcher used triangulation method. In this research, the researcher used triangulation techniques such as methodological triangulation and data triangulation. Furthermore, triangulation in this research included research method to cover three techniques namely novel, interview and book review. The researcher used semi-structured interview approach and used purposive sampling technique.

Results and Discussion

Results

a. Intrinsic Elements

In the novel entitled "Crazy Rich Asians" by Kevin Kwan, the researcher found the intrinsic elements that include theme, plot, characters, setting of place and setting of time, and subject matter.

Table of Intrinsic Elements in Crazy Rich Asians

No.	Findings	Data Findings
1	Them	- Love and sacrifice

Vol 5, No 2 (2022): ESTEEM

	e	<ul style="list-style-type: none"> - Social Class and lifestyle - Courage - Choice - Honesty
2	Characters	<ul style="list-style-type: none"> - Nicholas Young - Rachel Chu - Eleanor Young - Philip Young - Kerry Chu - Shang Su Yi - Harry Leong - Felicity Leong - Astrid Leong - Michael Teo - Charlie Wu - GohPeik Lin - NeenaGoh - Wey Mun - Dr. Gu - Dr. Malcom Cheng - Alexandra Cheng - Edison Cheng - Fiona Tung Cheng - Alistair Cheng - Cecilia Cheng - Constantine, Augustine and Kalliste - Colin Khoo - Mehmet Sabanci - Bernard Tai - Araminta Lee - Shopie - Nadine, Lorene and Daisy - Datin Carol Tai - Victoria Young - Chasandra Shang - Isabelle - Marie-Helene de la Duree - Sylvia Wong-Swartz - Sri Gordon Oon and Puan Sri Mavis Oon - Francesca - Mandy

		<ul style="list-style-type: none"> - Mr. Wu and Mr. Lui - Mr. Wong and Mr. Tin - Cassian - Kitty Pong - Zhou Fang Min - Kao Wei
3	Plot	<ul style="list-style-type: none"> - Orientation - Conflicts - Climax - Solution
4	Setting	<ul style="list-style-type: none"> - Setting of Place (the place were categorized as a great and luxury place--34 places) - Setting of Time (1986 and 2010)
5	Subject Matter	The novel depicted Nick's and Rachel's main character in the story.

b. Moral Values

The writer found some moral values based on Kinnier et al. In this research there were four parts of moral values found in this novel.

Table of Moral values found in Crazy Rich Asians Novel

Aspects of moral values by Kinnier et al (2000)	Kinds of Value	Moral Messages
Commitment to something greater than oneself	To recognize and be committed to the existence of a supreme being, higher principle, transcendent purpose, or meaning to one's existence.	The existence of God exists through faith as a dependency in life.
	Seeking the truth	The truth will always be revealed

Vol 5, No 2 (2022): ESTEEM

		even if it is hidden for a long time.
	Seeking justice	Courage to express injustice.
Respect for oneself, but with humility, self-control, and acceptance of personal responsibility	To have self-respect and care one-self	Respecting yourself is a way of loving yourself.
	Not exalting oneself or overindulging – demonstrating humility and avoiding gluttony, greed, or other forms of selfishness or self-centeredness	Modest life even in affluent circumstances.
	To act in accordance with one's conscience and to accept responsibility for one's actions	Responsibility to self and family is to improve self quality.
Respect for others and concern for their well-being	To acknowledge the interconnectedness of all people, To help people and serve humanity	The effort to give the best is the best respect. When life is sufficient then our job is to help each other.
	Respectful	Respecting others means that we are good

		human beings.
	To be considerate	Parental concern for children is the most sincere thing.
	Compassionate	A person who treats others very well is a sincere person.
	Tolerant	Respecting other people's culture is a form of tolerance.
	Forgiving toward others	People who are able to forgive are people with big souls.
	To avoid causing harm to others (e.g., do not murder, abuse, steal from, cheat or lie to others)	Not taking advantage of others.
	Concern for other living things as well as the environment.	Love all living things in the world because they need each other.

c. The Theoretical Implication for Teaching Novel and ELT Strategy

An effective teacher's approach to learning will have a significant impact on the meaning and purpose of the student experience and will make the learning process more effective and interesting.

Vol 5, No 2 (2022): ESTEEM

There are some methods which can be used in teaching novel that might be adopted by teacher, such follows:

- Reading motivation;
- Collaborative writing activities;
- Class Discussion or Active Debate;
- STEAM (Science, Technology, Engineering, Art, and Mathematic);
- Technological Pedagogical Content Knowledge (TPACK).

Dicussion**a. Intrinsic Elements**

The topic of this novel is just not about love story but also tell about struggling between man and woman in different background and culture. There are many characterizations from different social backgrounds who reveal in the story. This novel describes how crazy rich Asians interpret their life in different perspectives.

In addition, the author of the novel on which Crazy Rich Asians is based once stated that the novel was intended to be a satirical ethnography of the upper rich in Singapore (Chiu, 2018).

The characters in Crazy Rich Asian have diverse backgrounds who have different views on each character but they complement each other (Arsi & Sobur, 2019). According to several research about the main characters in the Crazy Rich Asian's Novel, it showed that Rachel Chu is represented as intelligent and independent woman who live modestly (Suwastini et al., 2020). Furthermore, the main female figure was able to take over to change the male family's decision and endorse them both (Ridwan & Adji, 2019). Nick Young's character in New York is a representation of him as Old Money, as he appears simple and tends to conceal his family's wealth in Singapore (Christy et al., 2020).

Nick's mother, Eleanor Young, epitomizes Singaporean elite. Despite the fact that Eleanor and the crazy rich Singaporeans are portrayed as the protagonist Rachel's opposites (Krairiksh, 2019). Eleanor, the honorable and upper-crust elite who becomes the novel's

main antagonist who challenges Rachel and Nick's romance journey (Thi & Nguyen, n.d., 2021).

The plot of this novel tell about life struggling of Rachel and her mother. It also describes how different background and culture influence relationship, perspective, lifestyle, education, and manner. As same as (Purnama et al., 2021:4), quotes that there are two types of family conflicts in Crazy Rich Asians are language differences, as well as tradition and heritage.

Next, Crazy Rich Asian is reflected about the leisure class lifestyle (Daulay, 2021). Singapore's elites have adopted European standards of wealth and nobility (Thi & Nguyen, n.d., 2021).

b. Moral Values

The writer discovered a total of twelve pieces of information of moral values. The existence of moral values in this novel is also bring positive mind and inspire for readers. The most frequently encountered moral values are respect for others and concern for their well-being. It was demonstrated by the large amount of data that demonstrated this moral value within the novel.

c. The Theoretical Implication for Teaching Novel and ELT Strategy

This novel can be used in English language teaching to help students improve their ability to express their thoughts, feelings, and experiences, to help students improve cognitive and emotional abilities, and to stimulate four English skills. The implication of the moral values in ELT strategy can be taught as motivation to student to have positive mind and kind heart. In addition, the researcher also found that novel can also be used in online learning during pandemic Covid-19 era. The novel can be a media of learning for students during online learning at home. The use of novels as learning media is of course adapted to the needs and allocation of learning time.

Conclusion

Vol 5, No 2 (2022): ESTEEM

Based on the finding presented, the writer could conclude that there are five intrinsic elements in Crazy Rich Asians Novel. They are theme, characters, plot, setting and subject matter. The writer found four aspects of moral values in this novel. The most dominant moral value is respect for others and concern for their well-being. Theoretical implication for teaching novel and ELT strategy encompasses: reading motivation, collaborative writing activities, class discussion or active debate, STEAM and TPACK.

REFERENCES

- Aminin, S., Huda, M., Ninsiana, W., & Dacholfany, M. (2018). Sustaining civic-based moral values: Insights from language learning and literature. *International Journal of Civil Engineering and Technology*, 9(4), 157–174.
- Arnold, J. (1912). In Pantic, Natasa. (2006). *Moral Education Through Literature*. ISSN 0579-6431. University of Edinburg.
- Arsi, M. A., & Sobur, A. (2019). Makna Identitas Budaya Dan Konflik Antaretnis Dalam Film “Crazy Rich Asians.” *Mediator: Jurnal Komunikasi*, 12(1), 46–60. <https://doi.org/10.29313/mediator.v12i1.4519>
- Chiu, Allyson (2018), “Is ‘Crazy Rich Asians’ Historic? ‘That’s Just Way Too Much Pressure,’ Says Kevin Kwan, Who Wrote the Book.” *The Washington Post*, August 13, (accessed on November 22, 2021), [available at: <https://www.washingtonpost.com/news/morningmix/wp/2018/08/13/is-crazy-rich-asians-historic-thats-just-way-too-much-pressure-says-kevin-kwan-who-wrote-the-book/>]
- Christy, R. A., Akbari, T. T., & Satriya, M. F. (2020). Analisis Dramatistic Pentad pada Film Crazy Rich Asians (2018) sebagai Antitesis Pandangan Orientalisme. *Communicare: Journal of Communication Studies*, 7(1), 89. <https://doi.org/10.37535/101007120206>
- Daulay, R. (2021). Consumerism of Leisure Class in Singapore in Kevin Kwan’s Crazy Rich Asians: a Sociological Approach. *Lire Journal (Journal of Linguistics and Literature)*, 5(1), 35–53. <https://doi.org/10.33019/lire.v5i1.101>
- Faruk, H.T. (2012). *Metode Penelitian Sastra*. Yogyakarta: Pustaka Belajar.
- Hişmanoğlu, M. (2005). Teaching English through literature. *Journal of Language and Linguistic studies*, 1(1), 53–65.
- Ho, H., & Yit, M. (2018). Capitalist Patriarchy in Singaporean Women’s Work #and Consumption: Towards a Radical Discourse in Kevin Kwan’s Crazy Rich Asians. *Southeast Asia: A Multidisciplinary Journal*, 18, 55–70.
- Jaya, A., Mortini A., (2021). *Visual Scaffolding and Intensive Reading Strategies Based on Gender*. *Esteem Journal*
- Kemendikbud. (2018). *Permendikbud RI No 20 Tahun 2018 tentang Penguatan Pendidikan Karakter terpadu Satuan Pendidikan Formal*. Permendikbud Nomor 20 Tahun 2018 *Tentang Penguatan Pendidikan Karakter terpadu Satuan Pendidikan Formal*, 8–12. https://jdih.kemdikbud.go.id/arsip/Permendikbud_Tahun2018_Nomor20.pdf
- Kinnier, R.T., Kernes, J.L. (Eds.). (2000). *Morality, Moral Behavior and Moral Development*. New York: John Wiley.
- Krairiksh, Charaspat. (2019). “Bananas, Rich People & Eleanor Young: Cultural Differences in Crazy Rich Asians.” Accessed September 30, 2020. <https://www.themoviedweller.com/post/bananas-rich-people-eleanor-young-cultural-differences-in-crazy-rich-asians>.
- Kwan, K. (2013). *Crazy Rich Asians*. Sage Publication : Singapore.
- Nasional, U. S. P. (2003). Introduction and Aim of the Study. *Acta Paediatrica*, 71, 6–6. <https://doi.org/10.1111/j.1651-2227.1982.tb08455.x>

Vol 5, No 2 (2022): ESTEEM

- Ninik, F.R. (2018). *DramaKaumSuperkaya*. Kompas, p. 21.(September 2018).
- Purnama, I., Ningsih, A. M., Sastra, F., Muslim, U., & Medan, N. A. (2021). *Family Conflict Reflected In Kevin Kwan's " Rich People Problem "*; *ASociological Approach. 1(2)*, 95–99.
- Purwati, D. and Wardani, R.C. (2019). The MoralValueAnalysis as Reflected inNovel "Akeelahand TheBee". *JournalInteraction. (Vol.6 No1 : Mei 2019)*.
- Ridwan, F., &Adji, M. (2019).RepresentasiFeminismePadaTokohUtamadalam Film Crazy Rich Asian : KajianSemiotika. *Salaka, 1(2)*, 27–37.
- Simaibang, Baginda. (2017). Second Edition EnglishLanguageTeaching in a Foreign#Situation. Palembang: CitraBooksIndonesia.
- Sugiyono. (2019). *MetodePenelitianKuantitatif,KualitatifdanR&D*. Bandung: cv.ALFABETA.
- Sumaryanto. (2019). *KaryaSastraBentukProsa*. Semarang: MutiaraAksara.
- Suwastini, N. K. A., Banjar, I. D. A. O. V. J., Tienty, L. P. C. A., Sasmita, I. M. D. G., &Nitiasih, P. K. (2020). Rachel Chu As Liberal Feminist in Kevin Kwan'S Crazy Rich Asians (2013). *International Journal of Language and Literature, 4(3)*, 123.<https://doi.org/10.23887/ijll.v4i3.30297>
- Thi, N., & Nguyen, K. (n.d.). (2021). *Adopting Stereotypes : The Yellow Peril , the Model Minority and Crazy Rich Asians*. 107–130.
- Wibawa, S. (2013). Moral Philosophy in SeratCenthini : Its Contribution for Character Education inIndonesia. Yogyakarta : Yogyakarta Estate University.
- Wicaksono, Andri. (2014).*PengkajianProsaFiksi (EdisiRevisi)*. Yogyakarta:Garudhawaca.