

CHAPTER 1

INTRODUCTION

1.1. Background of Study

The novel *After Dark* is an inspiring novel. The researcher chose the *After Dark* novel by Haruki Murakami as a reference in the research, because there are socio-cultural, educational, moral and religious values in the novel that can build a person's character. This novel tells the background of the darkness of the night, this novel also plays with the themes of the memories, and pasts of each character that explain one by one. Simple memories, yet presented in such a way.

After Dark can also be used as material in literary learning, especially in learning novels. It can also add materials as explain teaching materials to increase social values in shaping the character of students. Currently, the issue of the character of the nation's education is in the public spotlight, especially for the wider community of various aspects of life. As is the case in the community, not a few children and students do deviant acts. depletion of the sense of personality and character of the nation's education. Efforts to improve and build character through education according to Article 1 Point 1 of Law 20/2003: Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state.

Character education is a conscious effort made by a person or group of people (educators) to internalize character values in someone else (students) as enlightenment so that students know, think and act morally in dealing with every situation. Many experts express their

opinions about character education, including Lickona who defines character education as a serious effort to help someone understand, care and act on the basis of ethical values. Lickona's character education has three main elements, namely knowing the good, loving kindness (desiring the good), and doing the good.

Character education is a system of naming character values which includes components of knowledge, awareness or willingness, and actions to carry out these values, both towards God Almighty, self, neighbor, environment, and nationality. National character development can be done through a person's personal character. However, because humans live in a certain social and cultural environment, the development of a person's personal character can only be carried out in the social and cultural environment. That is the development of culture and character can be carried out in an educational process that does not release students from the social environment, community culture, and national culture.

Character education since the early emergence of education by experts is considered a necessary thing. John Dewey, such as, said in 1916 that it was commonplace in educational theory that character formation was the general goal of teaching and character education in schools.

Haruki Murakami is known as a novelist with his works that are realistic but full of magic. His work was built with an obsession to explore and understand the essence of human identity. The protagonist he presents is often on a journey into a metaphysical world, the subconscious, the world of dreams and the land of death, which used to further explore memories of something he once had.

According to Ratna (2004: 335-336) the novel considered to be the most dominant in presenting social elements. Because the novel contains the plot, themes, characters and characterizations that are

reflected by the community in daily life and there are social problems experienced by the community and used as ideas for making stories in the novel. Besides, the novel also contains the social value of society arising from problems of relations between humans and behavior.

Haruki Murakami also later became a 'global' author, in the sense that his work could not only be read as a form of expression of Japanese culture, but was further a search for universal questions about humanity. What does 'happiness' or 'success' mean in today's world? What is human nature? Why are some people covered in the structure of contemporary society and what alternatives do they have? These are just a few of the universal issues it carries.

Haruki Murakami's novels do not talk much about the social life of the community, he mostly raises each theme that seem strange and passive with a lot of influence on Western music and books. The story of someone who tried to let popular culture grow with him, not against, but blanketed him with a very lonely feeling.

Realistic themes built by Murakami are always peppered with surreal, strange things, so the realistic feeling that once emerged becomes an introduction that leaves the reader pleasantly trapped into a story full of miracles. Murakami's exploration sometimes creates loners who begin their journey into the world of metaphysics, dreams, and death. This might sound rather pessimistic or like the process of separating from the homogeneous population in the surrounding environment, but that's where the great Murakami, he does not make it all feel pessimistic, he instead makes many things feel optimistic especially for everyone to be able to recognize themselves with very deep.

The readers' response to the same novel will vary according to their level of understanding and imagination, such as in Haruki

Murakami's novel *After Dark*. The novel *After Dark* tells the story of life that night in the Land of Sakura, it's a surrealism way of writing it. In a country originally, with the original title *Afutadaku*. The novel was released in 2004. Meanwhile, in May 2007 the novel was finally translated by Jay Rubin in English. This novel was chosen by the *New York Times* as "Best Novel of the Year" in the same year.

Haruki Murakami, a writer from Japan who has a different writing style from most other Japanese writers. Murakami was born on January, 12 1949, has won several famous awards in the world of literature Japan to the international scene. Seven of the thirteen of his works have been get an award. In 2014, Murakami was said to be receiving The Nobel Prize in literature. Andrea Carmeli O. Abulencia from the University of Asia and the Pacific, Philippines (2015), argues that literature from Japanese Literature itself have distinctive history, it can be a reflection of itself for the community. Their culture continues to develop over time. Therefore, These literatures can be enjoyed or can be a reflection of life Japanese society that continues to grow.

This story was started by Mari Asai, a 19-year-old girl who lived alone from her family. She prefers to read and enrich herself with new knowledge, and not paying attention to forms her body and appearance. Let's read a book in a cafe Denny's at 11:56 pm, meet with Takahashi. Takahashi had previously met with Mari and her sister, Eri Asai. Eri is very different from her sister. Mari's journey and the man she met on Denny's brought them to the love hotel. In Japan, love hotels are a place where couples want to let go of their want to make love with her partner, as well as with sex workers. At the Aphaville Hotel, they are confronted a prostitute who is a victim of violence from a mysterious man.

Besides that, Eri who was in her room, she was sleeping. However, she slept for a long time. During Eri's sleep, she was

watched someone through the television in his room. And the person watching him is none other than the man who beat the prostitute in Alphaville. The search for the mysterious man, will lead Mari to Eri.

The most prominent social value of this novel is about Mari Asai who is still awake in the middle of the night reading a book. She met with the hotel manager, Kaoru who asked for help to translate a victim of violence in a hotel that only spoke Chinese. She is willing to help even though he does not know each other. And she did not ask for compensation for.

This book also has psychological value, 1) How let's get through the night with some events and meetings, 2) about Eri Asai who remains asleep while there is a male figure who has no face in the bedroom. As a moral value, this novel may be more suitable to read for those who are looking for identity.

1.2. Statement of the Problem

1. What are the educational values in the novel *After Dark* by Haruki Murakami through pragmatic approach using critical discourse analysis ?
 - a. Social education value?
 - b. Moral education value?
 - c. Religious education value?
 - d. Social –cultural education value?
2. What is relevance of the educational values in the novel *After Dark* by Haruki Murakami to the character education?

1.3. Objective of the Study

1. To analyze the educational values in the novel *After Dark* by Haruki Murakami through pragmatic approach using critical discourse analysis.

2. To analyze the relevance of the educational values in the novel *After Dark* by Haruki Murakami to character education.

1.4. Significance of the Study

The significant of this research is described in the following section :

1.4.1. The students

The students can learn the values and the main characters of the novel *After Dark* by Haruki Murakami

1.4.2. The teachers

This research is expected to find various values to be implemented in the educational process of the moral and social values of students. Teaching educational values by using novel *After Dark* by Haruki Murakami is attractive and variously, so, it is able to improve student's pedagogy. It can be one of the reference teaching materials as well as can take lessons from the essence of the value of education available in the novel *After Dark* by Haruki Murakami

1.4.3. The parents

The parents can learn the characters of the novel *After Dark* by Haruki Murakami to treat their children well in society

1.4.4. The school

Educational values the novel *After Dark* by Haruki Murakami can be used as an alternative to teaching literature. schools can apply moral and social values that adapt from modern Japanese culture.

1.4.5. Indonesian people

The Indonesian people can learn the positive side Japanese culture in modern era. This research is expected to add broader insights about literary works that talk about the world of education so that it can be an example of reference in terms of education and motivate children.

1.4.6. Japanese people.

Japanese people can defend the traditional culture between technology and modern era

1.4.7. The future researcher

Other researchers who conduct research studies on the relevant topic, this research study can be a source.

1.5. Scope and Limitation

This thesis limits itself to educational values analysis of *After Dark* by Haruki Murakami. This novel contains 18 chapters and because of time constraints, this thesis will focus on selected chapters that are considered to be valuable representative in the novel.

1.6. Assumption

This research assumed can find out the educational values of novel *After Dark* by Haruki Murakami in the relevancy of character education.

1.7. Operational Definition

The operational terms used in this research are:

1.7.1. Value

Value is valuable, quality shows quality, and useful for humans. Something can say to be valuable if it is positive, valuable, and beneficial to human life.

1.7.2. Educational value

The value of education is everything good and useful for life obtained through the educational process. Educational values are obtained by humans in various ways, one of them through a literary work such as a novel. By reading literature works, readers can take values and examples of good behavior are conveyed by the author. In human life, educational values are useful to change attitudes and better behavior. Educational values contained in literary works are divided

into four, namely the value of social, moral, religious, and cultural education (Syaripudin, 2010: 11-14).

1.7.3. Character Education

Character education is a conscious effort made by a person or group of people (educators) to internalize character values in someone else (students) as enlightenment so that students know, think and act morally in dealing with every situation. Many experts express their opinions about character education, including Lickona who defines character education as a serious effort to help someone understand, care and act on the basis of ethical values. Lickona's character education has three main elements, namely knowing the good, loving kindness (desiring the good), and doing the good.

1.7.4. Relevancy

Relevance is the relationship between two things that are interrelated or matched with one another. So that it is related to one another. the concept of relevance is how one can try to connect one topic to another concept simultaneously and consider the concept of both.

1.7.5. Novel

The word novel comes from the Italian novella (in German novels, and in English novels) which literally means a small new item. Wiyatmi (2009: 28) describes the novel as part of narrative literature whose content is a historical story or a series of events. Jassin (via Nurgiyantoro, 2009: 10) limits the novel as a story that plays in the world of humans and objects around us, not profound, depicting more than one moment of one's life and more about an episode. For every writer, a novel is a strong tool to present the philosophical, historical, social, cultural and moral perspectives.