



## DEVELOPING JAPANESE FOLKTALE “PEACH PEDDLER” BY HIROKO FUJITA AS NARRATIVE TEXT MATERIAL FOR SENIOR HIGH SCHOOL STUDENTS

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### Abstrak

Cerita rakyat Jepang membantu untuk belajar tentang tradisi Jepang, sejarah, adat istiadat, dan beberapa karya seni Jepang. Penelitian ini bertujuan untuk menginformasikan nilai-nilai moral yang dapat diajarkan dari cerita rakyat Jepang “Peach peddler” karya Hiroko Fujita sebagai bahan teks naratif dan untuk mengembangkan materi teks naratif menggunakan cerita rakyat Jepang “Peach peddler” karya Hiroko Fujita untuk siswa SMA. Teori yang digunakan adalah pendekatan strukturalisme dan pendekatan berbasis genre. Prosedur pengembangan oleh Borg dan Gall namun tidak menggunakan semua langkah dan juga hanya menggunakan pengujian produk skala kecil yaitu berupa validasi konten oleh para ahli. Berdasarkan pengumpulan data menggunakan studi pustaka dan kuesioner, hasil dari penelitian ini adalah banyak nilai-nilai moral positif dari cerita “Peach peddler” yang dapat diajarkan; yaitu bahagia itu sederhana, kesenangan hanya sementara, kalian dapat menikmatinya setelah itu harus melakukan aktivitas kalian lagi, jika ada masalah cobalah untuk menyelesaikannya, jangan pernah menyerah karena hidup harus terus berjalan. Teks naratif yang telah dikembangkan dapat digunakan untuk proses pembelajaran dalam kelompok kecil dan besar, materi naratif yang dikembangkan sudah sesuai dengan kurikulum karena memiliki semua kriteria teks naratif, bahasa teks naratif sesuai dan dapat dipahami siswa SMA. Selain itu nilai budaya, kehidupan masyarakat desa, kebiasaan orang Jepang juga dapat diajarkan kepada siswa untuk memperkaya pengetahuannya dengan membaca atau mendengarkan teks naratif “Peach peddler”.

Kata kunci: cerita rakyat Jepang, teks naratif, strukturalisme, pendekatan berbasis genre

### Abstract

Japanese folktales helped to learn about Japanese traditions, history, customs, and some Japanese art works. The objective of this study were to inform the moral values could be taught from Japanese folktale “Peach Peddler” by Hiroko Fujita as narrative text material and to develop the narrative text material used Japanese folktale “Peach Peddler” by Hiroko Fujita for senior high school students. The theories used structuralism and genre based approach. The development procedure by Borg and Gall but didn't use all of steps and also only used small scale of product testing that was the content validation by the experts. Based on the data collection used library research and questionnaire, the result of this study were many positive moral values of “Peach peddler” story that could be taught; they are happiness is simple, a pleasure only a while, you can enjoy it after that you should did your activity again, if there is a problem try to solve it, never give up because life must goes on. The narrative text that already developed could be used to learning process in small and big group, the narrative material that already developed was appropriate with the curriculum because had all criteria of a narrative text, the language of narrative text appropriated and understandable for senior high school students. Beside that the culture value, the village people life, the habit of Japanese also could be taught for students to enriched their knowledge with read or listen the narrative text “Peach peddler”.

Keywords: Japanese folktale, narrative text, structuralism, genre based approach

### Introduction

Mikesova (2006) wrote in her thesis that the use of fairy tales in language learning is able to develop the learners' language proficiency and personalities,

meaning that this kind of text can motivate the learners in learning the language itself. In education the students are taught about the moral education / values that the implementation of moral education / values will be able to strengthen the existence of education in the development of advanced human civilization. Then, the moral value can be taught by narrative/stories.

Moral value is a significant part of a narrative text, which is one of the genres taught for English class in Senior High School. Teaching moral value is the inseparable part in teaching any kind of narrative text. Each narrative has its own moral values, which implicitly show the writer's purpose in writing the text. It is highly valued from its ideological meaning of character value is narrative which may contribute to students' knowledge about moral values and characters which work with their lives (Bouchard, 2002). Folktales are beneficial not only for teaching culture values, beliefs, history, practices and customs of a community (Mantra and Kumara: 2018). Folktales are easy to be adopted by the students related to the moral value, characters, and expressions as well as decision making (Mantra and Kumara: 2018).

In this research the researcher used Japanese Folktale to develop into Narrative text material to teach moral value of the folktale. According to Asian Odyssey grade level 3-6 that Japanese folktales helped to learn about Japanese traditions, history, and customs. Japanese folktales has characters, such as dragons, ghosts, and trickster animals; plots with magical things; and themes such as the prevailing of kindness and the punishment of evil. The source of folktale in this research by Hiroko Fujita the title is "Peach Peddler".

Table 1. Statements of the problem

No. Statements of the problem

1. What moral values can be taught from Japanese folktale "Peach Peddler" by Hiroko Fujita as Narrative text material for senior high school students?
2. How to develop the narrative text material used Japanese folktale "Peach Peddler" by Hiroko Fujita for senior high school students?

In Indonesia, the use of Japanese Folktale as narrative text material to teach moral value for high school students was seldom. Narrative text learning was usually used local folklore (Indonesian folklore) or sometimes English fairy tales as the material. Narrative text is one of the materials that should be learned for senior high school grade XI. As the KD which are distinguish and identifying the social function, generic structure, language features of narrative text, asking the information based on the text, answer questions based on the text, identifying the character and moral values of the text. So, based on the content of KD that narrative text material should be learned and appropriate for senior high school students especially grade XI students.

The objectives of the Study are to inform the moral values could be taught from Japanese folktale "Peach Peddler" by Hiroko Fujita as narrative text material and to develop the narrative text material used Japanese folktale "Peach Peddler" by Hiroko Fujita for senior high school students. Initial product format development made the intrinsic element of folktale developed as the narrative text material such as the characters and charecteristics, the setting, the plot, the conflict, the point of views, and

the moral value used structuralism. The next step was about analysis of narrative text used genre based approach such as made the social function, the generic structure, and language features of the narrative text. After the both step have been done then the researcher started to design the folktale "Peach Peddler" as narrative text material that appropriate for senior high school students.

### Research method

This research is educational research and development (R&D). The development model used in this study was a procedural model. The steps in development research according to Borg and Gall in Setyosari (2010: 292). However, in this research the researcher didn't use all the steps above. This research only used the research and initial data collection, the planning, the initial product format development, the initial product testing (in a small scale), and the revision of product. Because the original steps by Borg and Gall are too long and take a lot of time. So, the researcher only used five steps to conduct the research. Also, the situation and condition in pandemic are not possible to do the product testing in a big scale.

The instrument in this research used library research and questionnaire. The library research to find and design the moral value and questionnaire to validate the development product of this research. The research and initial data collection will use the library research to looking for the information / data of this research want to develop folktale as the narrative text material for senior high school students. The researcher used questionnaire to validate the product filled by the validators. The questionnaire was such as the sheets that content of questions to test the product. This research used opened questionnaire that the respondents could answer the questions used their own sentences.

After the data collected, the next was analyzed the data. The use of data analysis technique in research should be adjusted to the research design. The research conducted by the researcher used descriptive qualitative data analysis technique. Miles and Huberman (1984) in Sugiyono (2013: 337) suggest that activities in qualitative data analysis include data collection, data reduction, display data, and data conclusion.

### Finding and discussion

#### The result of library research

The way to looked for information / data with reading and searching the references or journals that discussed the same topic. The reason why the researcher chose Japanese folktales because Japanese folktales were certainly entertaining to be read or to be listened which there was always a moral of the story or an exemplary mode of behavior that Japanese children should be followed. The need analysis of this research was to provide the better quality and variety of narrative text for students.

It was interesting, by the narrative text material the students could be learning kind of something new of text, new setting of story or text, could learning the culture of Japan, and realized that Japanese folktale or story was interesting to read which had unique characters and characteristics, setting, plot, and good moral value to be learned. Also, it could be a good literacy for student to increase their insight and knowledge about Japanese folktale.

#### The result of research and development

The story of peach peddler by Hiroko Fujita was kind of interesting village people story. To develop the Japanese folktale "Peach peddler" by Hiroko Fujita used

structuralism and genre based approach. The used of structuralism to analyzed the element of story such as characters, characteristics, setting, plots, point of view, and the objective of this research that was to teach moral value of the peach peddler story. While, the used of genre based approach to analyzed the sosial function, generic structures, and language features of the peach peddler story.

Table 2. The aspects and indicators of reading comprehension questions

No.	Indicators (reading comprehension questions)	Number and part of question	Question items	Answers
1.	Social function of narrative text	1 (Essay)	What is the social fuction of the text?	To amuse or entertain the reader or listener about the peach peddler story
2.	Generic structures of narrative text	2 (Essay)	Please mention the generic structure of narrative text based on the text!	a. Orientation:(Paragraph 1) b. Complication: (Paragraph 2-4) c. Resolution: (Paragraph 5) d. Coda: (Paragraph 7). However, the ending of the story was confusing because the story had an open-ended story.
3.	The language features of narrative text	3 (Essay)	Mention 1 of the language features of the text that you know!	<ul style="list-style-type: none"> <li>• Pronouns: This young farmer. He didn't go to work anymore. The woman stared at him, too. Finally, she said, "I want to be your wife."</li> <li>• Use of past tense: Once upon a time, there was a young farmer. A woman came walking by.</li> <li>• Use of action verb: a strong wind carried off the portrait. She pressed three peach stones into her husband's hand.</li> <li>• Use of temporal conjunction: After three years, the trees bore fruit. Finally, they came to the farmer's</li> </ul>

<p>4. The characters and characteristics of the text</p>	<p>4 (Essay)</p>	<p>In "Peach peddler" text there is Tono-sama character. How is the characteristic of him?</p>	<p>house.</p> <ul style="list-style-type: none"> <li>• Use of saying verb: "Why don't you smile?" asked Tono-sama. She answered, "It's not so easy to be a good peach peddler, is it?"</li> <li>• Use of circumstances of time: Once upon a time, there was a young farmer. One day, when he was working in his field</li> </ul> <p>a. The young farmer / the woman's husband: good-hearted person, hard worker, trusted, but he could be unsteady and too enjoyed the pleasure of his life.</p> <p>b. The beautiful woman / young farmer's wife: friendly, humble, good-hearted person, loyal.</p> <p>c. woman's husband: good-hearted person, hard worker, trusted, but he could be unsteady and too enjoyed the pleasure of his life.</p> <p>d. The beautiful woman / young farmer's wife: friendly, humble, good-hearted person, loyal.</p> <p>e. Tono-sama: has bad attitude, person who like to did a thing by force, ambitious.</p> <p>The answer: characteristic of Tono-sama has bad attitude, person who like to did a thing by force, ambitious. Such as he took the young farmer's wife by force to his castle.</p> <ul style="list-style-type: none"> <li>• Time: From morning to night he just stared at his wife.</li> <li>• Place: Well, he went to</li> </ul>
<p>5. The setting of the text</p>	<p>4 (Multiple choice)</p>	<p>Where does the farmer sell the peach?</p>	<p>• Time: From morning to night he just stared at his wife.</p> <p>• Place: Well, he went to</p>

his field then ran back home. At Tono-sama's castle." Said the farmer's wife.

The answer: A. in the Tono-sama castle.

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|---------------------------|------------------------------|--|---|
| 6. The plots of the text  | 1, 2, 3<br>(Multiple choice) | <p>Why was the woman falling in love with the young farmer?</p> <p>How could Tono-sama know about the woman?</p> <p>What is the problem between the young farmer and his wife?</p> | <ul style="list-style-type: none"> <li>• Introduction: when the young farmer met the beautiful woman at the first time then they were getting married.</li> <li>• Rising action: when Tono-sama take his wife by force due to he admired with the farmer's wife beauty.</li> <li>• Falling action: The farmer kept the promise to his wife went to the Tono-sama's castle and become a peach peddler. Finally they could meet after long time.</li> <li>• Result of a situation: the woman and the farmer lived happily ever after in the castle. While, Tono-sama went out to village and practiced become a peach peddler.</li> </ul> <p>The answers:</p> <ol style="list-style-type: none"> <li>1. C. Because she is very beautiful.</li> <li>2. B. By the woman's potrait picture</li> <li>3. C. The young farmer too admires his wife and didn't want to work</li> </ol> |
| 7. The point of view      | 5<br>(Multiple choice)       | <p>In the "Peach peddler" story used pronouns (He, she, it and by the name), so what is the point of view that used?</p>   | <p>The point of view that used in the text is third person point of view. Third person point of view used pronouns "he, she, it, they, by the name"</p> <p>The answer: C. Third person</p>  |
| 8. The moral value of the | 5 (Essay)                    | <p>After you read the text,</p>  | <ol style="list-style-type: none"> <li>1. Happiness is simple if with our beloved person or</li> </ol>  |



text

please give family.  
the moral  
value of the  
text! (you can  
mention it  
more than  
one)

2. A pleasure only a while, you can enjoy it but after that you should did your activity again such as learning, working, and doing something.

3. If there is a problem, try to solve it. It's take time, never give up because life must goes on.

The moral values of the text

As the objective of this study was to inform the moral value of the narrative text "Peach peddler" that can be taught for senior high school students. The analysis of structuralism purposed to elaborate accurately the function and the relationship among the elements of literary works. The element of the narrative text were the characters and characteristics, the setting, the plot, the conflict, the point of views, and the moral value. The characters and characteristics were the young farmer had good-hearted person, hard worker, trusted, but he could be unsteady and too enjoyed the pleasure of his life. The beautiful woman had friendly, humble, good-hearted person, loyal. Tono-sama had bad attitude, person who like to did a thing by force, ambitious. The setting of the text that had time and place, the time was in the morning to night and the place were in the farmer's house, farmer's field, and Tono-sama's castle.

The plot of the story devided into introduction, when the young farmer met the beautiful woman at the first time then they were getting married. The next was rising action, when Tono-sama take his wife by force due to he admired with the farmer's wife beauty. Falling action, the farmer kept the promise to his wife went to the Tono-sama's castle and become a peach peddler. Finally they could meet after long time. Then, result of a situation, the woman and the farmer lived happily ever after in the castle. While, Tono-sama went out to village and practiced become a peach peddler. The point of view that used in the text is third person point of view. Third person point of view used pronouns "he, she, it, they, by the name".

After the element of story already found, the last was moral value could concluded based on the story. The moral value of "Peach peddler" were happiness is simple if with our beloved person or family, a pleasure only a while, you can enjoy it but after that you should did your activity again such as learning, working, and doing something, if there is a problem, try to solve it. It's take time, never give up because life must goes on. There were possitive moral values of "Peach peddler" story that could be taught for senior high school students.

Developing the narrative text material

The other objective of this study was to develop narrative text material used Japanese folktale "Peach peddler" by Hiroko Fujita for senior high school students. According to Borg and Gall, the development and collecting data procedure only used 5 steps there were the research and initial data collection, the planning, the initial product format development, the initial product testing (in a small scale), and the revision of product. After analyze the element of the narrative text used structuralism. The next analysis used genre based approach to analyze the social function, generic structure and language features of narrative text. Due to the narrative text was kind of genre of text type so, the analysis based on genre based approach. This research focused on to teach reading skill of students. So, the material also had the reading comprehension. The reading comprehension already made with following the aspects of the reading comprehension which the questions not deviated out of the text.

The Japanese folktale "Peach peddler" by Hiroko Fujita that already developed was validating by the experts, senior high school's English teacher of SMA N 1 Kedungwuni and English lecturers of Universitas Pekalongan. The researcher used questionnaire to collect the data from the experts. So, the result of validation questionnaire that the experts agreed about the narrative text that already developed could be used to learning process in small and big group and the title of narrative was interesting to motivated students to study because the length of story was appropriate. The validators agreed that the narrative text material should be learned by senior high school students because it's written in and part of curriculum. The narrative material that already developed was appropriate with the curriculum because it's met all criteria of a narrative text. Then, the content of material was appropriate with KD because it was similar to the KD and also there was the reading comprehension about the element of story and analysis of text that should be learned for senior high school students. The language was appropriate for senior high school students because the vocabulary used mostly belong to high frequency words. The narrative text material was understandable for senior high school students. After the result of questionnaire from the experts has been submitted, there was a revision step. The researcher revised the narrative text according to the validators' suggestion and improvement. So, revision product was the final product of the research.

## Conclusion

The story of peach peddler was appropriate to be taught and learned for the students which already validated by the experts. Beside that, the authentic story itself were interesting and containing good moral values also good character values to be taught for students. As the objective of the research were to teach moral value of the narrative text used "Peach peddler" story and to develop the narrative text material used "Peach peddler" story. The narrative text revised and simplified from the languages used, the vocabularies used, and the length of the text. So, the narrative text developed into the appropriate narrative text for senior high school students.

The result of this research showed that the narrative text "Peach peddler" was an interesting text to be taught. In this research, the researcher only used to teach reading skill of students. Then, might be the next researcher were able to teach writing skill of students. Due to the "Peach peddler" is the open-ended story which could be exercising the critical thinking of students in writing. In the writing skill section, the students can guessed the ending of the story such as "what will happen to Tono-sama



after he left his castle?". The last is this research could be a reference for the next researcher that wanted to develop foreign folktale as the narrative text material for students.

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