

Analysis of Reading Skills In Comprehension of Jataka Stories In Kusalamitra Homeschooling Students

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Abstract. This study aimed to analyze the reading comprehension skills of the Jataka story in Buddhist education learning at Homeschooling Kusalamitra, Gunung Kidul. The focus was on seven aspects of comprehension: (1) lexical meaning, (2) grammatical meaning, (3) rhetorical meaning, (4) the author's intent and purpose, (5) the reader's cultural reaction, (6) identification of characters, time, and place, and (7) drawing conclusions. This quantitative research employed a one-shot case study design with 20 tenth-grade students as subjects. Data were collected through a reading comprehension test and assessed using the Benchmark Reference Assessment (PAP). Data analysis involved calculating the percentage of students' average scores. The findings showed that students' reading comprehension skills were in the high category, with an average score of 78.25 (benchmark score: 60). Specifically, students achieved 70% in lexical meaning, 76.25% in grammatical meaning, 68.75% in rhetorical meaning, 90% in understanding the author's purpose, 87.5% in cultural reaction, 87.5% in identifying story elements, and 87.5% in drawing conclusions. These results indicate that students demonstrated strong comprehension of the Jataka story within Buddhist education learning.

Keywords: Skills, Reading Comprehension, Jataka Story.

1 Introduction

The ability to speak Indonesian is very important in supporting education. There are five Indonesian skills that must be maintained in the midst of this digitalization era. The five aspects are speaking, listening, reading, writing, and watching. This research focuses on students' reading skills. According to [1] Reading is an activity to receive messages or information from a writer to his readers. Reading activities focus on students' ability to understand the content of the reading. [2] stated that today there are still many children who are proficient in reading, but in fact they do not understand what they are reading. Therefore, the action that must be taken is to teach students to understand the content of the reading, not just memorize the content of the reading.

Based on the results of interviews with teachers of Buddhist education subjects at Homeschooling Kusalamitra, Gunung Kidul is known that students' reading skills have not been maximized. In addition, the understanding of reading is also still lacking. Regarding reading, the material in Buddhist education subjects that is suitable for knowing more about reading

skills is the Jataka Story. This is because Jataka is one of the parts of Tripitaka that needs to be understood well.

This study aims to analyze the reading comprehension skills possessed by Kusalamitra Homeschooling students in the subject of Buddhist religious education material Jataka Story. It is hoped that in the future students will have a deep understanding and literacy ability of the material received, as well as contribute positively to the world of education at school.

Reading comprehension skills are essential for the advancement of education. The importance of reading comprehension skills [3] mentioned several countries that lead the ranking of excellence in the field of education such as South Korea, Singapore, Finland emphasize integrated citizens, namely in addition to mathematical skills and reading comprehension skills, they develop soft skills in participatory, collaborative, and tolerant spaces with mastery of information technology. Reading is an ability that has a very important role for students [4].

Reading activities can shape students into lifelong learners because they continue to refresh and increase their knowledge every time they read [5]. Reading is the process of critical and creative reading processing carried out by readers to obtain a comprehensive understanding of the content of the reading [6]. Students who are diligent in reading have the opportunity to become intelligent, creative, and highly imaginative people. Reading skills are considered one of the basic needs that every student must have to be able to improve their quality so that they can compete nationally and internationally. According to Tarigan in [7]; [8] Reading comprehension skills include four aspects that must be met:

1. Understand simple meanings, such as lexical, grammatical, rhetorical.
2. Understand the significance or meaning, including the intention and purpose conveyed by the author, the relevance or cultural state of the reader's reaction.
3. Evaluate or assess the content and form of reading.
4. Flexible reading speed, easy to adjust to the situation.

Reading comprehension skills provide the benefits needed by students in supporting learning success. Reading comprehension activities can improve language, experience, reading skills and mind [9]. Students will get important information and ideas from the reading materials [10]. Based on the quote above, it can be stated that reading comprehension skills are needed by students. The focus of the analysis of reading comprehension skills in this study is as follows:

1. Understanding the simple meaning of Jataka's story, such as lexical, grammatical, and rhetorical meanings.
2. Understanding the meaning of the *Jataka story*, including the purpose and purpose of the Jataka story, the relevance or cultural state of the reader's reaction.
3. Assessment of the content of *Jataka's* story.

The jataka story is one of the materials in Buddhist learning. The Jataka story is a story or story from the past life of Buddha Gotama when he became a Bodhisatta. Jataka is presented in the form of verses consisting of 547 stories. These stories contain the moral principles and practices that *Bodhisatta* lived for self-development and perfection in attaining Buddhahood [11]. The stories in Jataka that the researcher chose to present in learning and questions to measure reading comprehension skills are ten stories taken from the *book Jataka The Story of the Buddha's Birth* [12], that is *Vannupatha Jataka*, *Cullakasetthi Jataka*, *Lakkhana Jataka*, *Ayacitabhata Jataka*, *Abintha Jataka*, *Nacca Jataka*, *Khadirangara Jataka*, *Pancavudha Jataka*, *Kuddala Jataka*, dan *Anabhirati Jataka*.

2 Research Method

Types of quantitative research. The research design is a one-shot case study. Kusalamitra Homeschooling Research Place, Gunung Kidul. The research subjects are class X students

totaling 20 students. Data collection through reading comprehension skills test. The assessment uses a Benchmark Benchmark Assessment (PAP). Data analysis is in the form of calculating the percentage of students' average scores. The focus of this research is the analysis of students' reading comprehension skills in the Jataka Story material. The instrument used is an assignment or test which is a research instrument in the form of multiple-choice questions to measure the reading comprehension skills of class X students in the Jataka story.

3 Result And Discussion

3.1 Characteristics Responden

The research was conducted at *Homeschooling* Kusalamitra which is a *boarding school* located on Siraman-Pulutan Street Km 2, Siraman, Wonosari, Gunungkidul, Special Region of Yogyakarta, Postal Code 55851. The meticulous respondents were students in class X who participated in the study of Buddhist education subjects. The number of students in class X is 20 students. Based on the implementation of Buddhist education learning and the results of the reading comprehension skill test, the following research findings can be presented.

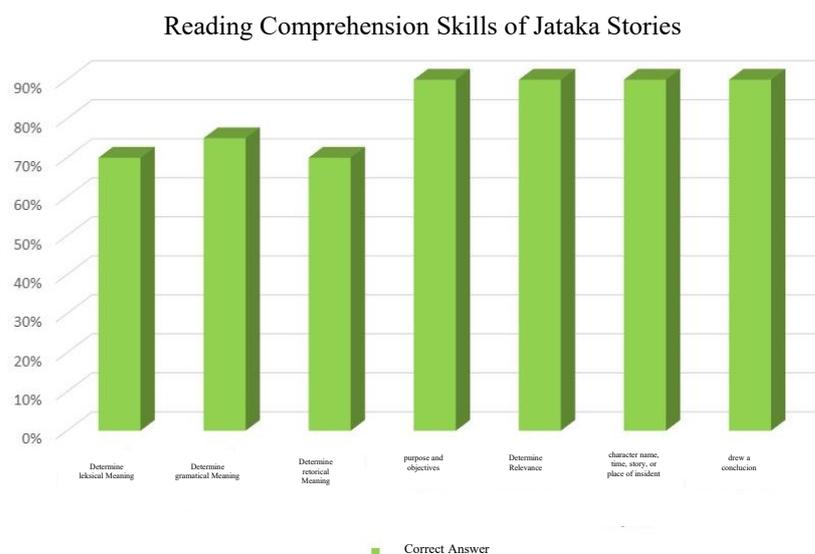


Figure 1. Reading Skills to Understand Jataka Stories

Table 1. Summary of Reading Comprehension Skills Achievement in Material *Jataka*

No	Aspects	Indicator	Average correct answers	Percentage
1	Understanding the simple meaning of the	1. Able to determine the lexical meaning of <i>Jataka's story</i>	14	70%
		2. Able to determine the grammatical meaning	15	75%

	Jataka story	of <i>Jataka's story</i>		
		3. Able to determine the rhetorical meaning of <i>Jataka's story</i>	14	70%
2	Understanding the meaning of the Jataka story	1. Able to determine the purpose and purpose of writing <i>Jataka stories</i>	18	90%
		2. Able to determine the relevance or cultural state of the reader's reaction	18	90%
3	Assessment of the content of <i>Jataka's story</i>	1. Be able to name the characters of the story, time, or place kejadian pada cerita <i>Jataka</i>	18	90%
		2. Able to draw conclusions from the exposure of <i>Jataka's story</i>	18	90%

Based on Figure 1 and Table 1, it can be explained that students of class X *Homeschooling* Kusalamitra Gunung Kidul have the skills to read jataka stories with a good category. A total of 14 students (70%) were able to determine the lexical meaning of the Jataka story. A total of 15 students (75%) were able to determine the meaning of the grammatical meaning in *the Jataka* story. A total of 14 students (70%) were able to determine the rhetorical meaning of the Jataka story. A total of 18 students (90%) were able to determine the purpose and purpose of writing *Jataka stories*. A total of 18 students (90%) were able to determine the relevance or cultural state of the reader's reaction. A total of 18 students (90%) were able to mention the names of the story characters, time and place of occurrence in *the Jataka* story. A total of 18 students (90%) were able to draw conclusions from the exposure to *the Jataka story*. When viewed from the score of each student, the criteria for reading and comprehension skills can be interpreted as follows:

Table 2. Reading Comprehension Skills Value Criteria

No	Value Range	Criteria
1	0-20	Very Less
2	21-40	Less
3	41-60	Enough
4	61-80	Good
5	81-100	Excellent

Table 3. Criteria for the Value of Reading Comprehension Skills for Jataka Stories

No	Code	Value	Criteria
1	PD01	75	Good
2	PD02	80	Good
3	PD03	80	Good
4	PD04	75	Good
5	PD05	75	Good
6	PD06	80	Good
7	PD07	70	Good
8	PD08	85	Excellent
9	PD09	80	Good
10	PD10	80	Good
11	PD11	80	Good

12	PD12	80	Good
13	PD13	80	Good
14	PD14	80	Good
15	PD15	75	Good
16	PD16	75	Good
17	PD17	80	Good
18	PD18	80	Good
19	PD19	80	Good
20	PD20	75	Good

Table 4. Descriptive Statistics on the Value of Jataka Story Reading Skills

Highest Scores	85
Lowest Rate	70
Average	78,25
Median	80
Modus	80
Frequency above average value	13
Frequency below average value	7

Based on the presentation of the above data findings, it is known that the reading comprehension skills of the jataka story were obtained as a result that the average score of reading comprehension skills was also included in the good category with 19 students or 95% including the criteria of good reading comprehension skills and 1 student or 5% including the criteria of very good reading comprehension skills. Based on the findings in this study, it can be stated that reading comprehension skills are very important for students. Reading comprehension skills are useful for gaining knowledge that supports learning success. Statement in reinforcement [13] The findings state that students can gain knowledge by reading. Reading is very important for students to learn. In the learning process, there is a high correlation between reading comprehension and academic achievement [14]. Reading comprehension skills will support students to gain intelligence, knowledge, and problem-solving skills [15].

4 Conclusion

Based on the findings of the research that has been presented above, it can be concluded that the results of this study show that the reading and comprehension skills of jataka stories of class X students of *Homeschooling* Kusalamitra are in the high category with an average score of 78.25, with a benchmark score of 60. Students who are able to answer the lexical meaning in the jataka story are 70%. Students who were able to answer the grammatical meaning in the jataka story were 76.25%. Students who were able to answer the rhetorical meaning of the jataka story were 68.75%. A total of 90% are able to answer the intentions and objectives of the writers of the Jataka story. As many as 87.5% were able to answer the relevance or state of the reader's reaction. Students who were able to answer the names of characters, times or places of occurrence in jataka stories were 87.5%. Students who were able to answer the conclusion on the jataka story were 87.5%.

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