



An Analysis of The Students' Reading Comprehension on Descriptive Text At First Grade Smks Muhammadiyah Pasir Penyu

Putri Audita, Destri Wahyuningsih

^{1,2} STKIP INSAN MADANI AIRMOLEK
Putriaudhita02@gmail.com

Abstract

This research is intended to examine students' comprehension of descriptive texts. Based on observations at First Grade of SMKS Muhammadiyah Pasir Penyu, it was found that a few understudies still had troubles in comprehending the perusing fabric, especially in identifying main ideas, detailed data and lexicon within the content. In expansion, the need of self-confidence too affected how they caught on English writings. This investigate could be a subjective expressive ponder. The members of this ponder were 16 first-grade understudies of SMKS Muhammadiyah Pasir Penyu in the academic year 2025/2026. Data were collected through tests and observation. The researcher gave 20 multiple-choice questions based on indicators of descriptive text reading comprehension, such as recognizing the main idea, word meaning, explicit and implicit information. The information were analyzed by calculating the normal score and the rate of students' execution. The comes about of this consider are anticipated to deliver a clear picture of how well understudies get it perusing writings and can be utilized as a reference for instructors to move forward the quality of English learning within the classroom. The classification of the students' scores in assembly 1 appears that 12.5% of the understudies were categorized as fabulous, 12.5% as great, 81.25% as reasonable, and 50% as destitute. This demonstrates that the larger part of the understudies were still within the reasonable category, with a noteworthy parcel moreover falling beneath the destitute category. In this manner, the normal result of students' perusing comprehension in graphic content amid the primary assembly is categorized as reasonable. Based on the results from meetings 1, 2, and 3, it can be concluded that the reading comprehension skills of the first-grade students at SMKS Muhammadiyah Pasir Penyu in the 2025/2026 academic year have shown improvement. The average score obtained was 65%, which is categorized as good. This shows that through continuous practice and guidance, students were able to develop a better understanding of descriptive texts over time.

Keywords: Reading Comprehension, Descriptive Text and First Grade Students

INTRODUCTION

Language is the main tool of human communication. In the midst of rapid global development, mastering English has become essential, as it serves as an international language used in various fields such as education, technology, business, and culture. English is not merely a foreign language, but has advanced into a worldwide dialect that bridges communication over countries. In its learning process, English consists of four essential language skills: listening, speaking, reading, and writing. These skills are interconnected and serve as the foundation for mastering the language comprehensively. (Richards, J. C. (2021).

Education holds a vital role in a nation's progress, as it is essential for the continuity of both the country and its citizens. It functions as a key tool in improving and advancing the quality of human resources. Education is one of the most crucial aspects of human development because, through education, it is expected that individuals can change, whether in terms of their knowledge, behavior, or skills (Fitriani, E. (2017). Reading is the foundation for subsequent reading abilities. Therefore, the ability to read at the beginning level requires special attention from teachers and parents. Teachers need to design learning activities that are enjoyable. At the beginning reading level, students do not yet possess actual reading skills but are still in the process of learning to acquire reading and writing skills. Through beginning reading, students will learn about written symbols, letters, vocabulary mastery, and giving meaning.

Reading comprehension is defined as the extent to which a text or message is understood. This understanding arises not only from the written content itself but also from how it activates prior knowledge beyond the text. Comprehension is subordinate on a few cognitive forms, counting translating, word acknowledgment, and information. Perusing comprehension, the understudies analyze the content to urge the thoughts and meaning. In the event that the learners don't get it the message, they can not perusing the content

well. Perusing comprehension depends on earlier information or information approximately the world Earlier information is communicated with words. So depends on the specialists it can be concluded that perusing is the capacity to perused a content, prepare and get it the meaning (Alinur, Lia Puspa Rini. (2017).

Based on the comes about of study between the analyst and the English instructor, there are numerous understudies still confront challenges in perusing comprehension on graphic writings. The analyst recognized this issue at SMKS Muhammadiyah Pasir Peny. The issues are as takes after:

1. Students often struggle to understand the structure of descriptive texts, such as identifying objects, using adjectives, and applying appropriate sentence patterns.
2. Many students have limited vocabulary, making it difficult for them to grasp the overall meaning of the descriptive texts they read.
3. The media and learning materials used may not be engaging or relevant, which affects students' motivation and ability to understand descriptive texts.

The impediment of the issues, the analyst centered on analyzing perusing comprehension of graphic writings at the primary review of SMKS Muhammadiyah Pasir Peny. The reason of perusing is to pick up information and understanding from composed content. Reading enables individuals to absorb information, analyze ideas, and interpret the meaning conveyed by the author. It helps develop critical thinking, improves vocabulary, and enhances comprehension skills. Moreover, reading allows individuals to engage with different perspectives, build connections between concepts, and broaden their worldview.

The Reading Process refers to the series of stages a reader goes through when reading and understanding a text. This process is not just about recognizing words or sentences but also involves efforts to comprehend deeper meanings, analyze information, and connect the reading with existing knowledge. (Gambrell, Linda B., and Lesley M. Morrow. 2020). Reading strategies are techniques that help readers improve their understanding and retention of texts. These strategies are used to effectively engage with the material, enhance comprehension, and foster critical thinking. (Banditvilai, C. 2020)

In line with Klingner's view, reading comprehension is a process of constructing meaning by integrating various complex aspects, including decoding words, applying background knowledge, understanding the world, and achieving fluency. It involves the ability to interpret words, grasp their meanings, and recognize the connections between ideas presented in a text. Furthermore, reading comprehension instruction, as suggested by educators, generally follows a three-step approach: explanation, practice, and evaluation. (Grabe and Stoller) states that perusing comprehension is the capacity to draw meaning from the printed page and decipher this data fittingly. It implies that when a peruser interatomic with printed pages, their earlier information combine with the visual or composed data result in his comprehending the message.

The method of perusing comprehension alludes to the steps or stages included in understanding and deciphering the substance of a content. This process is essential for making sense of the information, drawing conclusions, and integrating new knowledge into one's existing understanding. The process typically involves three main stages: Pre-reading, While-reading, and Post-reading.

The goal of reading comprehension is to gain knowledge from the text being read. It is essential for fully grasping and analyzing the topics presented in the reading material. The benefits of reading include: Gaining a wealth of life experiences, Acquiring general knowledge, Learning about significant events in the civilization and culture of a nation; and Keeping up with the latest developments in science and technology worldwide.

Pointers of Perusing Comprehension is the capacity to get it and translate the fabric being examined. This prepare happens some time recently and after perusing. Concurring to (Farwati, 2021) there are a few criteria for evaluating dialect abilities in perusing, as sketched out underneath: Recognizing the most thought of the perusing content, Retelling the substance you perused in your possess words, Distinguishing the actualities contained within the perusing, Replying questions around the perusing content and Understanding the meaning of the lexicon utilized.

Graphic content may be a content clearly depicts a individual, put, or thing in such a way that the peruser can visualize the subject and enter into the author involvement. In reality, not all understudies are able to compose expressive content legitimately and in fitting with the existing components within the clear content. The characteristics of expressive concurring to (Semi:2007) are as follows: Descriptive writing presents details or specific information about the object, Descriptive writing tends to influence emotions and shape the reader's imagination, Descriptive writing generally involves objects that can be perceived by the senses, such as objects,

nature, colors, and humans, Descriptions are delivered in an engaging style with evocative word choices, and The organization of the presentation generally uses spatial arrangement.

According to Sherlina Jamal, Syamsuddha, and M. Taufik (2018:4), a descriptive text refers to a type of writing that illustrates an object such as a person, place, event, or item based on real or factual characteristics. The author may describe the physical appearance, sound, scent, atmosphere, or condition of the object in such vivid detail that readers can imagine experiencing it directly. The writing aims to create a sensory impression so that the audience feels as though they are witnessing or sensing the subject themselves. Similarly, Dimas Yusuf Afrizal (2020:64) defines descriptive text as a form of writing that portrays something in alignment with its actual state.

The class of depicting is one of the basic capacities any language system and one of the primary abilities emanant dialect clients learn to control. Portrayal empowers the categorization or classification of an nearly unbounded extend of encounters, perception and interaction into a framework that orders them for quick and future reference, and permits us to them either equitably or subjectively, depending on the learning region or aim of the author. Portraying is additionally utilized broadly in numerous content sorts, such as data reports, scholarly portrayals, describe and descriptions, due to the got to classify and or depict a prepare some time recently clarifying it, within the opening sections of most clarifications. (oktavia, l:2017). In terms of language features, there are grammatical elements used to support the information contained in a text. According to Knapp and Watkins, descriptive texts possess specific linguistic characteristics, such as the use of present tense when describing objects from a technical or factual perspective. However, while present tense is often found in academic descriptions, past tense is more commonly used, including verbs like had, was, enjoyed, seemed, and sparkled.

To evaluate students' comprehension of descriptive texts, certain indicators can be utilized as benchmarks. These indicators not only help measure the level of understanding but also assist in developing students' reading skills, especially in interpreting and analyzing descriptive content. Moreover, they are useful for identifying the specific difficulties students may encounter when engaging with this type of text. Based on the modified framework from Dalman and Rukayah (2021), the key indicators for reading descriptive texts include the alignment between the title and the overall theme, the relevance of the main ideas to the title and the involvement of sensory details, the logical and cohesive organization of paragraphs, the accuracy of word choice, and the correct use of spelling and punctuation. These components collectively contribute to a clearer understanding of the descriptive text and reflect the reader's ability to interpret it effectively.

METHOD

In this research, the researcher applied a descriptive qualitative method. This approach is intended to provide an in-depth understanding of the subject matter, which focuses on analyzing the reading comprehension of first-grade students at SMKS Muhammadiyah Pasir Penyu in relation to descriptive texts. Qualitative research is grounded in philosophical perspectives such as post-positivism, interpretivism, or constructivism, and is used to explore phenomena in their natural settings. In this approach, the researcher serves as the main instrument, and data are collected through triangulation—combining observation, interviews, and documentation. The data gathered are generally descriptive in nature and are analyzed using qualitative or inductive methods. The outcomes of qualitative research often highlight potential discoveries, the uniqueness of the subject, the interpretation of events, processes, and social interactions. This approach also highly values the credibility of the data, the interpretation of meaning derived from observed phenomena, and the development of hypotheses (Prof. Dr. Sugiyono, Dr. Puji Lestari, M.Si., 2021).

Data Collection Technique

Information collection technique is the collecting and measuring data on target variables. Creswell characterizes that collecting information is distinguishing and selecting people for a investigate, getting authorization to inquire about them and collecting data by inquiring individuals address or watching their activity. (john w. creswell, 2014)

Data Analysis Techniques

At this stage, the researcher collects data that has been collected in the reconnaissance steps such as field notes, questionnaires, and interview transcripts. Then, the researchers and collaborators find the problem with the teacher about the student problem.

Since this study employs a descriptive research design, the data analysis technique applied is a descriptive qualitative approach. The technique focuses on presenting the data systematically. This formulation is based on the explanation by Prof. Drs. Anas Sudijono (2018).

$$P = \frac{F}{N} \times 100\%$$

- P : Precent number
 F : Frequency that percentage is being looked
 N : Number of Frequency
 100 % : Percentage

Results and Discussion

In this part, the researcher describes how well the first grade students of SMKS Muhammadiyah Pasir Penyu understand descriptive texts, as reflected in the results of the reading tests they completed. Three separate reading comprehension tests, each covering different topics, were administered to evaluate how effectively the students understood the descriptive passages. The data collected from these tests reflect the students' comprehension abilities. A summary of these results is presented in the table below:

The Classification of the Students' Scores Meeting 1

No	Score	Category	Frequency	Percentage
1.	81- 100	Excellent	2	12,5%
2.	61 – 80	Good	2	12,5%
3.	41 - 60	Fair	4	81,25%
4.	21– 40	Poor	8	50%
5.	0-20	Very Poor	0	0,00%
Total			16	100%

The results from the initial test revealed that 2 students (12.5%) achieved scores classified as excellent, and another 2 students (12.5%) were in the good category. Most students, specifically 4 (81.25%), were placed in the fair category. Additionally, 8 students (50%) were identified as having poor performance. No students fell under the very poor category. These outcomes suggest that while a small portion of the class demonstrated strong reading comprehension, the majority are still at a fair level, showing a need for further support and improvement. The average score of the class in this first assessment also falls within the fair category. Referring to the data in the table, the distribution is as follows: 12.5% excellent, 12.5% good, 81.25% fair, and 50% poor. This indicates the necessity of implementing more effective teaching methods to enhance students' overall reading comprehension skills in the upcoming evaluations.

The Classification of the Students' Scores Meeting 2

No	Score	Category	Frequency	Percentage
1.	81- 100	Excellent	2	12,5%
2.	61 – 80	Good	9	56,25%
3.	41 - 60	Fair	4	81,25%
4.	21– 40	Poor	0	0,00%
5.	0-20	Very Poor	0	0,00%
Total			16	100%

The results of the second test revealed that 2 students (12.5%) attained scores falling under the excellent category, while 9 students (56.25%) were categorized as having good performance. Meanwhile, the majority of students 4 individuals (81.25%) were still placed in the fair category. Notably, there were no students who scored in the poor or very poor categories, indicating a positive shift in overall performance compared to the previous test. These results suggest that students began to show better understanding of descriptive texts, with a significant number moving into the good and excellent categories. The absence of poor and very poor scores also reflects improved comprehension among all students. Overall, the mean score for the class in this second test was categorized as good. Referring to the data in the table, the percentage of students in each category is as follows: excellent category 12.5%, good category 56.25%, fair category 81.25%. These outcomes indicate positive progress and suggest that the learning methods applied have started to contribute effectively to enhancing students' ability in reading comprehension.

The Classification of the Students' Scores Meeting 3

No	Score	Category	Frequency	Percentage
1.	81- 100	Excellent	4	25%
2.	61 – 80	Good	12	75%
3.	41 - 60	Fair	0	0,00%

4.	21– 40	Poor	0	0,00%
5.	0-20	Very Poor	0	0,00%
Total			16	100%

The results of the third assessment indicated a clear improvement in students' reading comprehension skills. Four students (25%) achieved scores categorized as excellent, while the remaining twelve students (75%) were placed in the good category. Remarkably, no students were categorized as fair, poor, or very poor, which indicates that all participants in this test demonstrated satisfactory to outstanding comprehension of descriptive texts. These results reflect a clear and encouraging upward trend in the students' abilities. The absence of scores in the lower categories shows that the teaching strategies implemented throughout the meetings have been effective in helping students develop their reading skills. Referring to the data presented in the table, 25% of the students were classified as excellent, 75% as good. Overall, the average class score for this third test falls into the good category. This marks a promising outcome and suggests that the students are increasingly mastering the skills necessary for understanding descriptive texts.

Students' Reading Comprehension On Descriptive Text

NO.	Name	Meeting 1	Meeting 2	Meeting 3	Mean	Category
1.	Student 1	35	85	75	65	Good
2.	Student 2	65	75	80	73,3	Good
3.	Student 3	85	75	85	81,6	Excellent
4.	Student 4	35	65	80	60	Good
5.	Student 5	45	50	70	55	Fair
6.	Student 6	30	55	70	51,6	Fair
7.	Student 7	40	55	75	56,6	Fair
8.	Student 8	35	55	75	55	Fair
9.	Student 9	30	65	90	61,6	Good
10.	Student 10	50	60	80	63,3	Good
11.	Student 11	55	65	80	73,3	Good
12.	Student 12	50	75	90	71,6	Good
13.	Student 13	35	70	75	60	Fair
14.	Student 14	85	85	90	86,7	Excellent
15.	Student 15	35	70	75	60	Fair
16.	Student 16	75	85	75	78,3	Good
					1,052	Good

Based on the findings related to students' comprehension of descriptive texts, it can be inferred that the first-grade students of SMKS Muhammadiyah Pasir Penyau in the 2025/2026 academic year achieved an average score of 65%, which falls into the good category. Specifically, 2 students reached the excellent level, another 2 were in the good category, and 6 students were classified as fair. These results reflect that while some students have shown strong comprehension skills, the majority still need further improvement to reach higher levels of reading proficiency.

CONCLUSION

The analysis of the data revealed that students' reading comprehension scores varied across the three meetings. In the first session, 12.5% of students were in the Excellent category, another 12.5% fell into the Good category, 81.25% were considered Fair, and 50% were categorized as Poor. This suggests that the average performance in Meeting 1 was within the Fair range. In the second session, 12.5% achieved Excellent, 56.25% were in the Good category, and 81.25% remained in the Fair classification. Although a large portion was still labeled as Fair, a considerable number improved into the Good category, though the average result was still deemed Fair. In contrast, performance in the third meeting showed marked progress, with 25% of students reaching the Excellent level and 75% falling into the Good category. This considerable growth elevated the average score in Meeting 3 to the Good category. In conclusion, the overall reading comprehension performance of first-grade students at SMKS Muhammadiyah Pasir Penyau for the 2025/2026 academic year averaged 65%, placing them within the Good category.

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