

Developing analytical exposition reading materials on healthy life for the student of nursing assistant study program of vocational high school

By Rita Inderawati

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ABSTRACT

This study aimed to develop valid, appropriate, and potentially effective analytical exposition reading materials on healthy living for tenth-grade students. This study was conducted based on development research, which consists of four phases: analysis, design, evaluation, and revision. The data were gathered via questionnaires, semi-structured interviews, and a reading comprehension test. The data were quantitatively and qualitatively analyzed. A format evaluation was conducted to ascertain the reading materials' validity, practicality, and potential impact. The result of the validity reading materials was a very high validity of 4.54 when assessed by content, instructional design, and media experts. Then, the result of the reading materials' practicality was very high in one-on-one (4.23) and small group (4.05) evaluations. The field test result was 85.57%, indicating that the generated reading materials had a high potential impact. As a result, the developed reading resources might be utilized as supplements to teach English reading material to tenth-grade students.

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Introduction

The 21st century student must meet global standards. Globalization requires students to be competitive in their studies, particularly in English. Chalkiadaki (2018) states that students require personal, social, informational, and digital literacy skills. First, personal skills focus on self-development, creativity, problem-solving, and critical thinking. Second, social skills include communication, teamwork, cultural and global knowledge, and leadership. The third skill, information and knowledge, help students become more self-directed by managing the information and knowledge they find. The last skill, the digital literacy assists students to have confidence in using media and ICT. These categories encompass 21st century skills that contribute to careers and student learning.

21st century skills are essential for a student's future career and learning process, especially for a vocational high school student. Current English lessons at a vocational high school are different from English lessons in other, senior high schools. English for vocational high school students needs to be based on the students' study program. In addition, the students need to prepare themselves to enter the work environment after graduating from school to get a job linked to their study program. Students should be prepared with skills that will help them in their future jobs. One of the skills that the students need to have been the reading skill. Reading is an essential core skill in

2 *Developing analytical exposition reading materials on healthy life for the student of nursing assistant study program of vocational high school*

learning a language (Chamot & Kupper, 1989; Thanutpittinun, 2022). Reading can improve students' understanding of the content of any texts in orders to collect information and advance a person's general comprehension. It also boosts the students' critical thinking and supports other learning skills. Ramasari et al. (2023) stated that good reading abilities improve students' education and others language skills. The Indonesian curriculum, known as the Independent Curriculum, aims to increase students' literacy abilities, especially their reading comprehension. Reading in the classroom helps learners broaden their thoughts and gain new knowledge. Inderawati et al. (2022) stated that the learner must read, and independently find sources to understand the material. Azizah et al. (2021) stated that students are expected to have a good ability in reading, especially in interpreting and comprehending text and improve their English and obtain information. Reading is important for EFL students since they may learn statistics, enhance their comprehension, and increase their questioning by reading any book (Suhermanto, 2019). Prior to that, Elviana et al. (2020) stated that reading is sometimes misunderstood as an easy task. However, reading comprehension is not as straightforward as commonly believed. Reading comprehension has been the most emphasized skill in foreign language instruction. Therefore, teacher needs to have more attention in delivering reading material to the student. Especially, teaching English in vocational high school need to fulfill the students need based on the student's study programs. However, reading comprehension is not as straightforward as commonly believed. Reading comprehension has been the most emphasized skill in foreign language instruction. Therefore, teachers need to pay attention in delivering reading material to the students. Teaching English in vocational high schools need to satisfy the students' needs based on their specific study programs.

Some research findings shed light on the problem of low English ability in Indonesia. For instance, Indonesia consistently ranks low on international measures of English competence. According to the 2018–2021 Education First English Competence Index (EF, 2019), Indonesian English competence has declined. Indonesia ranked 51st out of 88 nations in 2018 with a 51.58 score, indicating poor proficiency. Indonesia ranked 61st out of 100 countries in 2019, with a score of 50.06. Indonesia ranked 74th out of 100 nations in 2020 with a score of 453, maintaining poor ability. Indonesia placed 80th out of 112 in 2021 with 466 points. This, once again, shows Indonesia's poor English competence. Therefore, Indonesian educators need to assist students to improve their English proficiency through, among others, the creation of study materials based on the students' specific needs, especially for vocational high school students.

The vocational high school curriculum should focus on English for Specific Purposes. ESP focuses on student specific English language requirements. Dudley-Evans (2001) stated that English for Specific Purposes is tailored to the individual learner. Therefore, the teacher needs to understand the students' needs based on their background. When constructing educational materials, (Mukundan et al., 2016)

indicated the importance of taking into consideration the learners' backgrounds. In this globalization era, especially for the students of Nursing Assistant program in vocation high schools, one of the issues that the students need to know is how to maintain a healthy lifestyle. In addition, the COVID-19 pandemic required health protection. Indonesia's Ministry of Health (2020) advised that breaking the COVID-19 cycle was essential. Avoiding new transmission sources and clusters in regions where numerous people travel, congregate, and participate. To recover from the COVID-19 epidemic, students must be more obedient, healthier, and cleaner. Healthy living is crucial to the student's learning achievement. Therefore, including healthy material for the student especially in reading is really recommended in teaching and learning English. Due to how it can help students reach their job goals and get into good habits. Many studies have found the advantages of a healthy life for students (Kreps, 2018; Mokoginta et al., 2022; Mustar et al., 2018; Nurfadillah, 2020; Olusegun, 2017; Rahmat et al., 2016; Sopa & Pomohaci, 2018; Tamanal & Kim, 2020). All these noted that healthy teaching materials motivated students and boosted students' reading comprehension. Such reading material can help students reach their career goals and develop healthy habits. Students are expected to understand the healthy target lifestyle, so they do not get confused but are able to use the target language to communicate well. These results match with Government Regulation No. 36 of 2009, which states that schools are responsible for promoting students' health so that they may learn, grow, and develop in harmony and as a source of good human resources. Therefore, advocating for healthy life habit amongst students is crucial if we want to raise their level of health consciousness.

Moreover, in today's fast-paced world, maintaining a healthy lifestyle is crucial, especially for those pursuing a career in healthcare. The Nursing Assistant Study Program at vocational high schools plays a vital role in preparing students to assist healthcare professionals in providing quality patient care. To equip these students with a comprehensive understanding of the importance of a healthy lifestyle, it is imperative to develop tailored reading materials. This article outlines the key elements and strategies for developing effective analytical exposition reading materials focused on healthy living for students in the Nursing Assistant Study Program. The field of material development has garnered significant interest from several scholars. Several studies have been undertaken by scholars such as (Azizah et al., 2021; Checaria et al., 2021; Dieckman et al., 2022; Jitsupa et al., 2022; Oktarina et al., 2022; Sari et al., 2021; Sartor-Harada et al., 2022; Septiandini et al., 2022; Sopian et al., 2019; Triani et al., 2022). The goal of those earlier studies was to design, implement and reflect on lesson materials for English as a Second Language (ESL) classes, especially reading materials. The studies were done by researchers who used different plans for different levels of students with different goals to meet their needs. These studies showed that the products made were authentic, useful, and important to the students. Previous studies also made inferences about the availability of reading materials that met the needs of

4 *Developing analytical exposition reading materials on healthy life for the student of nursing assistant study program of vocational high school*

the students, but there are not many studies about how students use materials about healthy life.

The issue of limited availability of English reading materials pertaining to the topic of healthy living has also been observed at a vocational high school located in Betung, namely within the Nursing Assistant Study Programs. The authors of the current study identified key themes based on an initial investigation conducted via informal interviews. The reading materials offered to the students included a range of topics, including broad subjects as well as specific content pertaining to nursing support. While various reading books may have addressed certain aspects of health, none of them specifically focused on promoting healthy lifestyle choices. Consequently, it is important to provide students and educators with supplementary English reading resources pertaining to cultivating healthy lifestyle practices in their everyday routines.

The current research aimed to address the existing gap in English reading materials and cater to the student's needs by including and developing analytical exposition reading content related to healthy living. This study addressed physical, nutritional, mental, environmental, emotional, and social aspects, which nursing assistance programs discuss extensively. The materials were specifically designed for the Nursing Assistant Study Programs offered in vocational high schools, serving as the outcome of this research project. The study questions were created to determine the validity, practicality, and potential effect of the proposed analytical exposition reading materials.

Method

A research design suggested by Akker (1999) was used for this investigation. This study focused on generating reading materials by modifying and translating various resources to create the final output. Validity (in terms of content, language, and instructional design), practicability, and the potential impact of the reading materials were the three primary criteria used to evaluate the quality of the final product that was generated. During the period devoted to review and modification, these criteria were given some thought. The procedures that were used for the study were based on those supplied by Akker (1999), which contain the following three phases: analysis, design, and evaluation and modification.

Analysis. This study employed three forms of analysis: instructional, needs', and reading levels' analysis. These assessments are done before creating new materials. **Design.** The design phase included the design and creation of instructional reading materials. The developed products were printed or paper-based materials. Reading materials were based on the vocational high school Merdeka curriculum and healthy living habits. **Evaluation and Modification.** Tessmer's (1993) formative evaluation principles were incorporated in the evaluation and modification phase. Self-assessment, expert review, individual evaluation, group evaluation, and field test were used for formative evaluation.

This study employed three forms of analysis: instructional, needs', and reading levels' analysis. These assessments are done before creating new materials. In this design phase included the design and creation of instructional reading materials. The developed products were printed or paper-based materials. Reading materials were based on the vocational high school Merdeka curriculum and healthy living habits. In evaluation and modification phase was incorporated (Tessmer, 2013) formative evaluation principles were incorporated in the evaluation and modification phase. Self-assessment, expert review, individual evaluation, group evaluation, and field test were used for formative evaluation.

Study subject

The research was placed in a vocational high school in Betung, Banyuasin, specializing in the Nursing Assistant field of study. Tenth-grade students enrolled in the Nursing Assistant Study Course were the research's subjects (see Table 1).

Table 1. Study subject

No.	Formative Evaluation Stages	Number of Students	Descriptive of the Students
1.	One-on-one Evaluation	3	One student for each reading level category, i.e.: low, medium, and high reading level.
2.	Small Group	9	Three students for each reading level category, i.e.: low, medium, and high reading level.
3.	Field Test	27	All students in a real class.
Total			39 students

Purposive sampling was used for selected subjects. The reading level was determined. Then, the number of students required for each assessment stage was selected from each group. The Grade 10 English teacher recommended students in each reading level group with specific considerations. For one-on-one and small group evaluations, students should be confident, conversational, and cooperative in giving their ideas and comments.

Data Collection

The researchers used a questionnaire, semi structured interviews, and a reading comprehension test to collect data. This study was used to ascertain its validity, practicality, and potential impact for the data analysis. The product was validated based on the opinion of experts. After evaluating the product, the experts provided their feedback via a questionnaire supplied by the researchers. Their feedback was used as a basis for revising the final product. A semi-structured interview was administered to get further information from the students and an English instructor on the feasibility of the proposed product. Student needs were obtained needs were obtained via interviews conducted with the students, as well as with the English and content subject instructor, the head of the study program, and the vice school principal responsible for

the curriculum. Subsequently, the reading comprehension exam was administered to the students to assess the potential impact of the generated product.

Data Analysis

The data were subjected to both quantitative and qualitative analysis. The researcher used a quantitative methodology to evaluate the data derived from the questionnaire and reading comprehension test. They used a qualitative approach to analyze and elucidate the data gathered from the interviews. The data were obtained by administering questionnaires to experts and gathering feedback from students via one-on-one and small-group evaluations. The data were computed and categorized according to certain criteria to assess the validity and feasibility of the generated product. Subsequently, the data obtained from the interviews conducted with the English teacher and students, which included their comments and ideas, were analyzed to gather further information pertaining to the feasibility implementing of the product. Simultaneously, the potential impact of the product was assessed based on the outcome of the reading comprehension test conducted during the field test. It was decided that the product would have a potential effect if 75% of the students achieved the required passing grade of 75.

Results and Discussion

This part presents the results of the study in every phase of the research design.

Analysis Phase

There were three types of analyses performed in this study: instructional, student needs, and student reading levels.

Instructional Analysis

Before the start of the design and creation of the product, the first step was to conduct an analysis of the instructional material. The researchers conducted an analysis of the curriculum regarding the learning achievement of Phase E and the learning objectives of English for students in the tenth grade. The researchers focused on the learning achievement in Phase E and the learning objective that was understanding of social function, generic structure, and language features of analytical exposition texts.

This phase included analyzing the government-provided English textbook. The researchers emphasized health issues. This book included the topic of a healthy life. The textbook's chapter 3 and 4 covered health and sports topics. Chapter 3 and 4 focus on procedural text, not analytical exposition text. However, chapter 5 is about analytical exposition text, but the topic is not related with a healthy life. Therefore, in the learning outcome in English, especially regarding in analytical exposition material requires the students understand the social function, generic structure, and language aspects of analytical exposition texts in terms of health, sport and health, and healthy food. Our analysis shows that the textbook lacks healthy life reading content especially in chapter 5.

Invited to comment, one of the English teachers said that the students may benefit from learning more about a healthy way of life so that they can better

comprehend the environment around them. In addition, the researchers aligned the generated product with the goals of the Emancipated Curriculum. Thus, it was of greatest importance to create reading materials in the form of analytical exposition texts on healthy living to be used as supplemental materials by English instructors and students.

Students' needs' analysis

The information for this analysis came from the English teacher at SMK Satria Nusanatara and the students in 10th grader. This study looked at four parts of needs analysis: situation analysis, deficiency analysis, current situation analysis, and strategy analysis. The following points can be emphasized based on the results of the students' needs' analysis for the students: (1) English, a subject at Satria Nusantara vocational high school, was expected to advance the students' careers; (2) Developing English reading material at beginners' level is essential to promote healthy life habits because most of the students have competences that can be described as beginner; and (3) The students encountered some challenges in mastering reading comprehension skills; (4) The kind of reading materials required were analytical exposition texts, multiple choice, and essays; (5) English teachers only used the materials from specific sources as supplements for their students; (6) Students still lacked knowledge what constitutes of healthy living; (7) There were no analytical exposition texts of English reading materials offered that were integrated with healthy living; (8) The inclusion of healthy living aspects in reading materials for students was done to increase their understanding of healthy living, heighten their awareness, and develop their English reading skills, particularly text comprehension; and (9) The students needed nutritious foods (sound nutrition), as well as physical, mental, and environmental aspects of a healthy life.

In addition, an SMK Satria Nusantara Betung English teacher and vice principal of curriculum were interviewed to determine the needs. The English teacher stated that an analytical explanation text regarding the healthy live habit is not available now. More texts were required to raise students' awareness of healthy living. Then, the vice principal of curriculum remarked that healthy life issues have become an essential topic for students to study in school's English class to comprehend the text by understanding the significance of maintaining a healthy lifestyle in English. Therefore, it was necessary to construct critical analytical exposition texts on healthy living.

Students' reading level analysis

The students' reading levels were evaluated to match their functional reading levels with the readability levels of the final output. Based on these results, the students' classifications were established for the phase of revision and evaluation. The students were given a reading comprehension. The reading text levels ranged from 5 to 8. The researchers utilized Jennings Informal Reading Assessment to determine the student's current reading level. Three factors were considered: independent, instructional, and frustrating (Jennings, 2001). Table 2 presents the findings on the student's current reading ability.

8 *Developing analytical exposition reading materials on healthy life for the student of nursing assistant study program of vocational high school*

Table 2. Result of students' reading level analysis

Reading level	Independent		Instructional		Frustrating	
	NOS	%	NOS	%	NOS	%
LEVEL 4	12	30.76	8	20.51	19	48.71
LEVEL 5	8	21.51	22	56.41	9	23.07
LEVEL 6	8	21.51	11	28.20	20	51.28
LEVEL 7	6	15.38	16	41.02	17	43.58

*NOS: Number of students

Table 2 reveals that the indicator of the students' reading level accounted for the greatest proportion of the instructional criterion. 56.41 percent of level 5 students were classified in the instructional category. In general, at level 5 of the instructional level, there would be a concern that the reading ability of the students was at level 5.

Design Phase

During the design phase, the developed product was intended to be designed and developed. Reading materials mostly consisted of the Emancipated Curriculum for Vocational High School, which served as the primary instructional guide. There was evidence of "Healthy Life" in the materials. The analytical exposition texts were the reading materials required to be constructed. These writings center on the author's opinions regarding contemporary happenings portrayed with facts. The reading materials generated addressed aspects of healthy living that are linked to physical health, nutritional health, mental health, and environmental health. Reading resources were designed with levels 4, 5, 6, 7, and 8 for the various reading levels.

Fifteen analytical exposition texts were developed as output products. To develop the products, the researchers used online sources such as my education services.com, wordpress.com, contohtext.com, deckarenas.com, mamikos.com, milenialjoss.com, sekolanesia.com, englishadmin.com, and sukainggris.com. Furthermore, the titles of identified the texts were (1) Fast food is unhealthy, (2) The importance of breakfast, (3) Healthy nutritious food for the body, (4) Healthy eyes, (5) The importance of good sleep, (6) The importance of exercise and sports, (7) The importance of sport in the time of the Covid-19 pandemic, (8) the importance of wearing a mask during the Covid-19 pandemic, (9) The importance of hand washing, (10) Jogging is good exercise for everyone, (11) Drink water, (12) The phenomenon of social bullying, (13) The important of keeping dental healthy, (14) The importance of environmental health, and (15) healthy school environment.

Multiple-choice, Matching, and Essay activities were created as reading comprehension tests for the developed products/texts. It was also completed with an English project for each text. The textbook included learning achievement, learning objectives, analytical exposition explanation, reading comprehensions texts, a glossary, exercises, and pictures. The cover of the developed product before and after is shown in the article's appendices.

Evaluation and Revision Phase

A formative evaluation was employed during the last part of the process. Self-assessment, expert review, one-on-one evaluation, small group evaluation, and field tests were the five formative evaluation steps.

Self-Evaluation

During this stage of the process, the developed product was reviewed by the researchers so that they could correct any error in the reading materials. The reading materials that were prepared and the reading comprehension exercise and text both had problems in the form of grammatical errors, misspellings, incorrect capitalization, incorrect punctuation, and content errors. In addition, the arrangement of the images and reading passages, as well as the cover and the presentation of the information, were all concerns that were examined. After completing the revision, the experts worked through the other fifteen texts of the generated product to review, evaluate, and validate the product.

Experts Review

In this phase, the developed product of fifteen analytical texts was validated by three experts in terms of content, instructional design, and media. In the questionnaire validation sheet, the experts' review determined whether the reading materials were valid or not by evaluating, giving comments or opinions on the developed product, and scoring the evaluation aspects. The results are presented in Table 3.

Table 3. Result of the developed product validity.

No.	Aspects	Average Score	Category
1.	Content	4.57	Very high validity
2.	Instructional Design	4.50	Very high validity
3.	Media	4.57	Very high validity
	Total average score	4.54	Very high validity

In Table 3, the total average score from content, instructional design and media was 4.54. It was determined as Very High Validity. The developed product was considered valid based on the result of the experts' review.

One-to-One Evaluation

In one-to-one evaluation, three students review the developed reading materials of fifteen analytical exposition texts. After reviewing the developed reading materials, they put their comments the questionnaire of students' responses to the relevance of the developed reading materials to the students' needs, materials presentation, evaluation, and materials' attractiveness. To determine the practicality of the developed reading materials, the scores were calculated that obtained from the questionnaires fulfilled by the students. The Table 4 was the result, 4.23 was the average score of the practicality of the developed reading materials, which can be described said as very high practicality.

10 *Developing analytical exposition reading materials on healthy life for the student of nursing assistant study program of vocational high school*

Table 4. Result of the developed product practicality in one-to-one evaluation.

No.	Aspects	Average Score	Category
1.	Relevance to the students' needs	4.47	Very high validity
2.	Materials presentation	4.28	Very high validity
3.	Evaluation	4.39	Very high validity
4.	Attractiveness of the materials	4.78	Very high validity
Total average score		4.23	Very high validity

Small Group Evaluation

In this phase, the researchers administered the developed product of fifteen analytical exposition texts to nine students and instructed them to review the developed reading materials. The students were asked to read and review the developed product. Then, to know the practicality of the developed product, they were put their comments by filling the students' responses questionnaires as the same aspects in one-to-one evaluation. The result of small group evaluation was shown in Table 5.

Table 5. Result of the developed product practicality in small group evaluation.

No.	Aspects	Average Score	Category
1.	Relevance to the students' needs	4.36	Very high validity
2.	Materials Presentation	4.15	Very high validity
3.	Evaluation	3.89	Very high validity
4.	Attractiveness of the materials	3.85	Very high validity
Total average score		4.05	Very high validity

Table 5 show that 4.05 was the average score of the practicality of the developed reading materials, which was classified as very high practicality.

Field Test

In the final phase, the developed reading materials were distributed to students having a healthy lifestyle routine. Twenty-seven students participated in this evaluation, excluding those who were evaluated individually or in small groups. Students were given a reading comprehension test to determine whether the developed reading materials had a potential effect. The researchers taught the developed reading materials to the students in three days and administered the reading comprehension examination on the fourth and fifth days. Figure 1 shows the outcome of the students' performance on the reading comprehension test.



Figure 1. Students' achievement in the reading comprehension test

In the result of the reading comprehension test, 19 out of 27 students involved in the field test reached the required passing grade of 75. In sum, the developed reading materials had a potential positive/beneficial effect since 85,57% achieved the passing grade.

In developing reading materials, a development research method was used. The procedure of this research consisted of three stages. They are analysis, design, evaluation, and revision, as proposed by Akker (1999). This study used the formative evaluation model Tessmer (1993) proposed in the evaluation phase to improve the quality of the intervention. As mentioned above, there were three main criteria for the quality of the intervention, i.e., validity, practicality, and potential effect.

Analysis Phase

In the analysis procedure, the three analyses that were conducted were (1) instructional analysis, (2) students' needs analysis, and (3) students' reading analysis.

Before the product was developed, some analyses were conducted. Instructional analysis was done to identify learning objectives as the basis of development. From the analysis, it was found that there was one analytical exposition text in the textbook published by the government. It was in Chapter 5, entitled Graffiti. However, chapter 5 did not talk about a healthy life. Therefore, the researchers designed an analytical exposition text about healthy life to suit the student's needs in the learning process.

The readability results with Flesch Kincaid Grade Level showed that the text score was 7. Even though those suited with students' readability level in SMK Satria Nusantara Betung, it still needed more analytical exposition texts and healthy life reading materials in that textbook. From the analysis, it was clear that the textbook lacked analytical exposition reading materials on healthy life. WHO (2022) stated that schools need to develop and promote healthy life habits for school-age children. They suggested that every school should have a health-promoting school through reading materials. Therefore, in the future, the students could understand the comprehensive healthy behaviours issues within language skills in the texts.

Then, in the students' needs analysis to gather the information, the researchers gave the questionnaire to the students and English teacher in terms of situation analysis, deficiency analysis, present situation analysis, and strategy analysis. Besides the researchers also interviewed an English teacher and vice principal of SMK Satria Nusantara Betung. The English teacher pointed out the need for more analytical exposition texts reading materials on healthy living in the 10th-grade students of SMK Satria Nusantara Betung. Therefore, the teacher must make appropriate analytical exposition text about healthy life. In addition, the vice principal said that the 10th-grade students needed to learn about healthy life because they should learn about healthy behaviours and habits in English subject. Understanding the healthy life habit material can improve their learning process, and they can apply the good habit in school. It is in line with UNESCO (2022) statement that education can alter the lives of children and young people and the world around them. UNESCO believes inclusive

and transformative education begins with healthy, happy, and safe students. Therefore, healthy kids and teens are more likely to get a better education.

As for the students' reading level analysis, Jennings Informal Reading Assessment developed by Dr. Joyce was given to the students, which included reading texts at levels 4, 5, 6 and 7. The distribution of the reading level in Table 11 shows that the biggest percentage (56,41%) of students who belonged to the instructional level was at level 5. Therefore, it can be concluded that students' reading level was at level 5.

Design Phase

There was only one step in the design phase, a paper-based design. Fifteen analytical exposition texts were developed. The researchers took the sources to the developed product from online sources such as my education services, wordpress.com, contohtext.com, deckarenas.com, mamikos.com, milenialjoss.com, sekolanesia.com, englishadmin.com, and sukainggris.com. Some texts were adapted and developed only from online sources such as blogs and websites provided on the internet. The researchers also completed the materials with an evaluation in the form of a reading comprehension test. The reading comprehension test used multiple-choice questions and intended to find out the potential effect of the developed product. It was distributed five items of questions, ten matching questions, five questions in the form of essays, and one project activity.

Evaluation and Revision

In the evaluation phase, the researchers used Tessmer's approach (Tessmer, 2013), which consisted of self-evaluation, one-to-one evaluation, small group evaluation, and field tests. The evaluation was intended to gain experts' and students' comments to revise and improve the quality of the product. It also aimed to know the product's validity, practicality, and potential effect. Three experts involved to review the developed reading materials of analytical exposition texts in terms of content, instructional design and media. Those experts reviewed and validated fifteen texts in the developed reading materials by checking them using a Likert scale 1 to 5 on the experts' questionnaires. Comments and suggestions were needed from these experts to be applied as the advancement of the developed reading materials.

In terms of content, the expert conveyed that the developed product of fifteen analytical exposition text was valid with revision. She suggested some information such as add the picture to each text, set the sequence of topics of healthy life to have readers' attention, notice the grammar, punctuation, and sentence order, avoid continuing the sentence under the multiple choice. He also commented neutral as marked by score 3 in terms of the developed reading materials could get students interest and motivation to read. Regarding her suggestion, the researchers has revised the developed reading materials by adding the source and picture in each text, editing in Canva, and other sources, and revising the grammar, punctuation, sentence order and sentences under the multiple choice. After that, the researchers set the order of topics of healthy life of developed reading materials. The sequence of the texts became

(1) Fast food is unhealthy, (2) the importance of breakfast, (3) healthy nutritious food for the body, (4) healthy eyes, (5) the importance of good sleep, (6) the importance of exercise and sports, (7) the importance of sport in the time of covid-19 pandemic, (8) the importance of wearing a mask during the covid-19 pandemic, (9) the importance of hand washing, (10) jogging is good exercise for everyone, (11) Drink the water, (12) the phenomenon of social bullying, (13) the important of keeping dental healthy, (14) the importance of environmental health, and (15) healthy school environment. Then, the researchers also revised the design of developed reading materials and simplify the texts to motivate the students to read.

Furthermore, in terms of instructional design, another expert also said valid with revision. She commented the developed product of fifteen analytical exposition texts on some items by giving score 5 (strongly agree) of number 1, the analytical exposition texts on healthy life were in line with learning achievement and learning objective based on Emancipated curriculum, the researchers checked again to match them to Emancipated curriculum. The researchers found that in the learning objective Number 3 with the score 5 (strongly agree), the analytical exposition texts on healthy life directed students to complete learning objectives and learning goal, number 15, the test items in the exercises and evaluation (reading comprehension test) were in accordance with learning objectives. However, number 16 the validator gave score 3 (neutral) of number 16 and 17, the test items were appropriate for measuring the intended learning outcomes. Then, the researchers also checked the objectives of learning and matched to the exercises to have learning objectives based on the curriculum.

She gave suggestion in the box that the texts and questions can hone students' High Order Thinking Skills (HOTS). Then, the questions on the essay questions are quite in accordance with the learning model in the independent curriculum, namely problem-based (Problem Based Learning) as evidenced by questions that use the question word "Why". However, there is not yet one project-based problem (Project Based Learning), maybe one question segment can be added that directs students to do a project. To overcome these suggestions, the researchers add matching and the project activities in the textbook.

Finally, in terms of media, the other expert conveyed that the developed reading materials of fifteen analytical exposition texts was valid with revision. He reviewed some items by giving score 5 as strongly agree of number 3, the text color and background color were in appropriate contrast. Then, the researchers adjusted and matched the background the color of the texts. Number 7, the quality of picture was good, clear, and appealing and number 8, the visuals sparked students' enthusiasm and motivation in learning the materials were also scored strongly agree (score 5) by the expert. By these terms, the researchers add more the suitable pictures to the texts and applied them. Number 20, when the instructional media was implemented in the classroom, the students had big chance to be involved actively in teaching and learning process, the researchers led clear instructions in the texts to motivate the students

actively. He also suggested that the developed reading materials should be consistent with the font used and background especially in the test section. It should have different pictures to each background of the text, and it should have separate pictures for each text to support the content of the text for the students to understand. The last comment was to make this developed reading material was attractive and interesting, use various background colors. From these comments, the researchers edited the background color and texts color and applied various pictures as background suitably to match the different topics of the texts.

The total average score from three aspects can be claimed that the developed reading materials of fifteen analytical exposition texts had Very High Validity. It was the same in the previous studies who claimed the developed reading materials were valid by some scholars (Agustina & Harahap, 2018; Azizah et al., 2021; Becce Tenridinanti et al., 2021; Elviana et al., 2020; Setyowati & Sugirin, 2020). Therefore, after doing revision, it can be resumed that the developed reading materials for the tenth graders were valid, practical, and effective to apply.

Practicality of the developed reading materials of fifteen analytical exposition texts was evaluated with one-to-one evaluation. The conclusion was that it was of very high practicality. Three students who were in low, medium and high reading level reviewed fifteen texts in the developed product. There was one student who was "neutral" in the item number 1 which was about the developed reading material discussed something that integrated with their major. Based on this comment, the researchers revised the developed product: the texts became easier and we changed one of the texts to relate it to the students' major. Their comments on the materials' presentation were very interesting and useful; they noted that the product design was creative, and the explanations clear.

After doing a one-to-one evaluation, the researchers conducted a small group evaluation with the students on the developed product of fifteen analytical exposition texts. The nine students involved in this evaluation had a low, medium and high reading level. They were not the same as those who participated in the one-to-one evaluation. In this case, they had read and reviewed the fifteen texts. The developed product was practical (very high practicality level). Yet, some items were evaluated by the students as extreme (score 1) for numbers 4 and 16. In addition, some students also gave a low score (2) to items number 3, 8, 10, 15, and 16. Therefore, the researchers revised the developed reading materials by paraphrasing and simplifying the words in the texts, changing the color of the cover, adjusting the font size of the texts, giving clear instructions, adding a glossary and some related pictures for each text. Two students out of nine suggested that the texts should have a colorful background, use letter font consistently in each text, add interesting pictures, add a barcode in each text, the font of page number needed to be enlarged, and vocabulary exercises should be present in each text to ease the students' understanding of word meanings. After these requests, the researchers simplified the texts to be more concise and added a matching exercise (vocabulary). Meanwhile, the other students' comment that the

developed reading materials were very good and interesting, the topics were suitable and related with their daily activities, the texts were creative, the materials were great, clear and easy to understand, and could improve the teaching and learning process.

In conclusion, all aspects of practicality were examined and revised, and the results showed that **one-to-one evaluation and small group evaluation** indicated very high practicality (Agustiningrum et al., 2021; Inderawati et al., 2022; Irnansyah et al., 2022; Pravitarsi, 2017; Salima & Hidayat, 2020; Surtikanti et al., 2020) had found in their studies. In short, the developed reading materials are practical, attractive and implementable. To evaluate the effectiveness of the developed product, the field tests involved **a real class of tenth graders of SMK Satria Nusantara Betung**. 27 students participated in this test, excluding those who took **one-to-one and small group evaluation**. Before conducting the learning activities, the researchers gave Try Out to know the reading level of students before using the developed reading materials. After that, the researchers taught twelve texts in the developed product to the students in the three days, four texts in each day. The researchers taught the students by using the discovery learning and project-based learning methods: they asked the students to scan the barcode and watch the video about analytical exposition, instructed the students to reflect on what they watched, requested the students search for information about analytical exposition on the internet, discuss the text, answer the questions, discuss both questions and answers together, and then, they asked the students what they obtained from the learning process. After answering the questions in the textbook on the fourth day, the researchers asked the students to choose one of the texts in the textbook and make a draft storyboard based on the generic structure of the text (thesis, argumentation, and reiteration) and to also choose and add an appropriate picture and sentences using the Canva application. The students subsequently sent their work to the teacher. Finally, on the fifth day, the researchers gave the students the test which included three texts of the developed product. **The potential effect of the developed reading materials** is presented in the form of the students' scores.

The improvement of students' reading achievement after they were taught using the developed reading materials. Students' reading achievement can be compared to that reported in previous studies conducted by former students and lecturers from Sriwijaya University of Palembang such (Azizah et al., 2021; Checaria et al., 2021; Oktarina et al., 2022; Sari et al., 2021; Septiandini et al., 2022; Sopian et al., 2019) and other scholars (Dieckman et al., 2022; Jitsupa et al., 2022; Sartor-Harada et al., 2022). The concept of teaching in-house-developed reading materials by integrating healthy living in the Merdeka curriculum became a basic reference to improve the students' reading comprehension of analytical exposition texts on healthy life.

Conclusion

Nowadays, health issues, especially healthy life habits, plays a vital role for all stakeholders, ranging from the UNESCO program, government plans, English teachers,

and students. Children and teenagers who receive a quality education are more likely to be healthy, and those who are healthy are more capable of learning and completing their education. In the Merdeka curriculum, the English textbook of tenth grade students, only provided an analytical exposition text about graffiti. It lacked analytical exposition texts reading materials on healthy living as stated by the school's English teacher and its vice principal. Seen the need of reading materials on healthy living, this study tried overcoming the gap and succeeded. The study included verifying the validity, practicality and the potential effect of the developed reading materials.

The topics of the texts also matched the recent issues on healthy life habits such as fast food, nutritious food, exercise and sports, personal hygiene, water, social bullying, dental health, etc. The developed reading materials were validated and passed the analysis, design, evaluation and revision phases. This study shows the importance of in-house development of reading materials that respond to students' needs. Such texts improve students reading levels and indirectly influence their learning achievements as has been demonstrated in similar studies in Indonesia and beyond.

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- 18 *Developing analytical exposition reading materials on healthy life for the student of nursing assistant study program of vocational high school*

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