

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

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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 analysed. A formative 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, digital literacy skill helps students' confidence in using media and ICT. These categories encompass 21st-century skills that contribute to careers and student learning.

The 21st century skills are essential for the student future career and learning process, especially for Vocational High school student. Current English lesson at vocational high school is different with English lesson for senior high school. English for Vocational High school student need to base on the students' study program. In addition, the students need to prepare them self to encounter the work field after graduating from school to get job based on their study program. Students should be prepared with skills that would help them in their future jobs. One of the skills that the

students need to have been reading skill. Reading is one of essential core skill in learning language (Chamot & Kupper, 1989; Thanutpitinun, 2022). Reading can improve students understanding the text's content to collect information and advance a person's understanding. It also boosts the student critical thinking and support other learning skill. (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 classroom helps learners broaden their thoughts and gain new knowledge. Inderawati et al. (2022) stated that the learner must read, and they will find sources in understanding the material. Azizah et al. (2021) stated that the students are expected to have a good ability in reading, especially in interpreting and comprehending text and improve their English and gain 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). 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.

Some research findings provide light on the problem of low English ability in Indonesia. For instance, Indonesia consistently ranks low on international measures of English competence index. 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. It was poor proficiency. 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. It shows Indonesia's poor English competence. Therefore, Indonesian educators need to improve English proficiency of the students though creating material based on the student's specific need, especially for Vocational High school students.

The vocational high school curriculum must be like English Specific Purpose. ESP focuses on students—specific English language requirements. Dudley-Evans (2001) stated that English Specific Purpose is tailored to the individual learner. Therefore, the teacher needs to understand the student need based on their background. In constructing educational materials, (Mukundan et al., 2016) indicate considering learners' backgrounds. In this globalization era, especially for the students of Nursing assistant for Vocation high school, one of the issues that the students need to know is healthy life issue. In addition, this pandemic requires health protection. (Keputusan Menteri Kesehatan Republik Indonesia Tentang Protokol Kesehatan Bagi Masyarakat Di Tempat Dan Fasilitas Umum Dalam Rangka Penvegahan Dan Pengendalian COVID-19, 2020) advised breaking the COVID-19 cycle. Avoid new

transmission sources and clusters in regions where numerous people travel, congregate, and participate. To recover from the COVID-19 epidemic, the 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 Healthy life for the 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) found that healthy teaching materials motivated students and boosted student's reading comprehension. Healthy life 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 and can use the target language to communicate well. These results match with Government Regulation No. 36 of 2009, 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 (Azizah et al., 2021; Checaria et al., 2021; Oktarina et al., 2022; Sari et al., 2021; Septiandini et al., 2022; Sopian et al., 2019; Triani et al., 2022), as well as other researchers like (Dieckman et al., 2022; Jitsupa et al., 2022; Sartor-Harada et al., 2022). The goal of those earlier studies was to make materials for English as a Second Language (ESL) lessons, especially reading materials. The studies were done by researchers who used different plans for different levels of students and different goals to meet their needs.

These studies show that the product made was true, useful, and important to the students. Previous studies also made inferences about the availability of reading materials that met the needs of the students, but there aren't 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 have identified some key themes based on an initial study 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.

Due to the prevailing necessities, a conspicuous deficiency was evident. Hence, the current research aimed to address the existing gap in English reading materials and cater to the student's needs by including content related to healthy living. This study addressed physical, nutritional, mental, environmental, emotional, and social aspects, which nursing assistance programs will discuss extensively. The primary aim of this study was to develop analytical exposition reading materials centered on the concept of a healthy lifestyle. These 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

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 that were supplied by Akker (1999), which contain the following three phases: analysis, design, and evaluation and modification.

This study employed three forms of analysis: instructional, needs, and reading levels analysis. These assessments will be done before creating new materials. In this design phase included the process of the analyses, instructional reading materials were created. The product was designed using printed or paper-based materials. Reading materials were based on the vocational high school Emancipated curriculum and the Healthy living habit. In evaluation and modification phase was incorporated (Tessmer, 2013) formative evaluation principles. Self-assessment, expert review, individual evaluation, group evaluation, and field test are formative evaluation's.

The subject of the study

The research was placed in a vocational high school in Betung, Banyuasin, specialising 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. Subject of the Study

No.	Formative Evaluation Stages	Number of Students	Descriptive of the Students
1.	One-to-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 subjects. Then, the number of students required for each assessment stage was selected from each group. The tenth-grade 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 writer 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's validity was validated based on the opinion of experts. After evaluating the product, the experts provided their feedback via a questionnaire supplied by the writer. 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. The writer obtained the students' needs 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 writers used a quantitative methodology to evaluate the data derived from the questionnaire and reading comprehension test. The writer 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 afterwards computed and categorized according to certain criteria in order to assess the validity and feasibility of the generated product. Subsequently, the data obtained from interviews conducted with the English teacher and students, which included their comments and ideas, were analyzed to gather further information pertaining to the feasibility of the product. Simultaneously, the potential impact of the product was assessed based on the

outcomes of the reading comprehension test conducted during the field test. The product could have a potential effect if 75% of the students achieved the required passing grade of 75.

Result and Discussion

This part presents the result of the study in every phase of the design research produces involving analysis, design, and evaluation phase.

Analysis Phase

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

Instructional Analysis

Before beginning to design and create the product, the first step was to conduct an analysis of the instructional material. The writer 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 writer 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 writer emphasized Health issues. This book included Health life. This textbook's chapter 3 and 4 covered Healthy and sport topic. These chapter 3 and 4 focuses on procedure text not analytical exposition text. However, in the chapter 5 is about analytical exposition text but the topic is not related with healthy life. Therefore, in learning outcome in English especially in Analytical Exposition material the students need to understand the social function, generic structure, and language aspects of analytical exposition texts in terms of health, sport and health, and healthy food. This analysis shows that these textbook lacks healthy life reading content especially in chapter 5.

In the background, an English teacher 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 writer 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 Nusantara and the 10th graders student. 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 needs analysis for the students: (1) English, a subject at Vocational High School Satria Nusantara, was expected to advance the students' careers; (2) Developing English reading material is essential to promote to the students about healthy life habit because most of the students have the beginner English level ; 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 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 in reading materials for students was done to increase their understanding of healthy living, heighten their awareness, and develop their English reading skills, particularly comprehension of the texts. (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 the students' 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 test of their reading comprehension. The reading text levels ranged from 5 up to 8. The writer utilized the 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.

Table 2. Result of students' reading level analysis

Reading level	Independent		Instructional		Frustration	
	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 student's reading level accounted for the greatest proportion of the instructional criterion. 56.41 percent of level 5 students were classified as instructional categories. 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 Independent 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 were developed in developed product. The writer took sources to develop the product from the 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 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 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.

Multiple-choice, Matching, and Essay were as the reading comprehension tests in the developed the product. It was also completed with English project in each text. The textbook involved learning achievement, learning objective, analytical exposition explanation, reading comprehensions text, glossary, exercise, and picture. The cover of the developed product before and after was shown in appendixes.

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 test were the five formative evaluation steps.

Self-Evaluation

During this stage of the process, the developed product was reviewed by the writer so that the writer could correct any errors 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 the 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 result was 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 that achieved 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 experts' review.

One-to-One Evaluation

In one-to-one evaluation, three students included in reviewing the developed reading materials of fifteen analytical exposition texts. After reviewing the developed reading materials, they put their comments by fulfilling 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, that could be said as very high practicality.

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 writer administered the developed product of fifteen analytical exposition texts to nine students out of three students in one-to-one evaluation 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. 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

No.	Aspects	Average Score	Category
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 presented that 4.05 was the average score of the practicality of the developed reading materials, that was classified as very high practicality.

Field Test

In the final phase, the developed reading materials were distributed to students in 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 or not the developed reading materials had a potential effect. The writer 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.

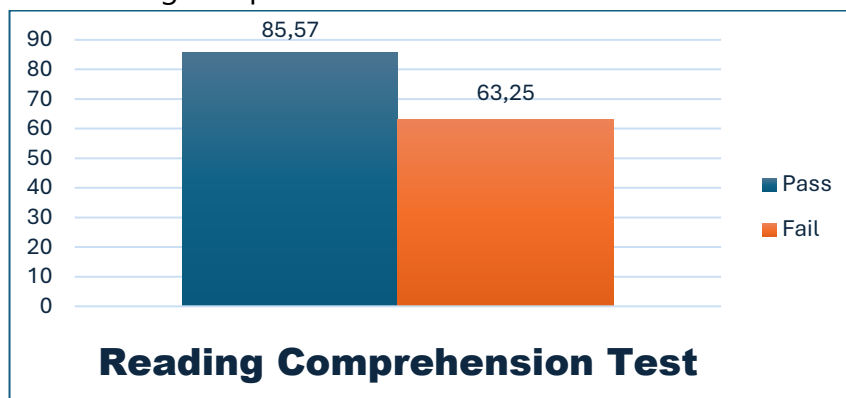


Figure 1. Students' achievement in the reading comprehension test

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

Discussion

Analysis Phrase

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 discuss healthy life material. Therefore, the writer has 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 this analysis, this textbook lack analytical exposition text reading materials on healthy life. It is in line with WHO (2022) statement that school needs to develop and promote healthy life habit 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 behaviors issues within language skills in the texts.

Then, in the students' needs analysis to gather the information, the writer gave the questionnaire to the students and English teacher in terms of situation analysis, deficiency analysis, present situation analysis, and strategy analysis. Besides the writer 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 behaviors 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 student's 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

In the design phase, there was only one step in this phase, paper-based design. Fifteen analytical exposition texts were developed in the developed product. The writer 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 writer also completed the materials with an evaluation in the form of a reading comprehension test. The reading comprehension test, which intended to find out the potential effect of the developed product in terms of multiple-choice questions, was distributed through 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 writer used evaluation by (Tessmer, 2013), which consisted of self-evaluation, one-to-one evaluation, small group evaluation, and field test was applied. 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 writer 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 writer 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 writer 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 writer checked again to match them to Emancipated curriculum. The writer 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 writer 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 writer 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 writer 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 writer adds 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 writer 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 writer edited the background colour and texts color and applied various pictures as background suitably to match the different topics of the texts.

The total average score achieved from three aspects can be claimed that the developed reading materials of fifteen analytical exposition texts had Very High Validity. It was the same with the previous studies which 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. It belonged to very high practicality. Three students who were in low, medium and high reading level had reviewed fifteen texts in the developed product. There was one student stated neutral in the item number 1 which was about the developed reading material discussed something that

integrated with their major. By this comment, the writer revised the developed product especially the texts became easier and change one of the texts that related with their major. Their comments of the materials presentation were very good and interesting, the creativity of design was great, and the explanation was very clear.

After doing one-to-one evaluation, the writer conducted small group evaluation to the students of developed product of fifteen analytical exposition texts. Nine students who involved in this evaluation were low, medium and high reading level. They were not the same as those who were evaluated in one-to-one evaluation. In this case, they had read and reviewed fifteen texts in the developed product. The developed product was practical in a very high practicality level. Yet, some items were evaluated by the students as extreme (score 1) in number 4 and 16. In addition, some students also gave low responses (score 2) in items number 3,8,10,15, and 16. Therefore, the writer 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 the glossary, and add some related pictures for each text. Besides, two students out of nine gave suggestion that the texts in developed reading materials should be colorful background, consistent with the font of the letter in each text, add interesting picture, add scan barcode in each text, the font of page number need to make more bigger, and add the exercise about vocabulary that always appear in the text to ease the students' understanding in meaning of the word. Thus, the writer simplified the texts to be more concise and add matching exercise about the meaning of vocab, so the students only find the meaning of the word and understand the clear meaning in the text. 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 creativity was good, the materials were great, obvious and easy to understand, and it could increase teaching and learning process.

In conclusion, all aspects of practicality had been examined and revised, and the result showed that one-to-one evaluation and small group evaluation were very high practicality (Agustiningrum et al., 2021; Inderawati et al., 2022; Irnansyah et al., 2022; Pravitasari, 2017; Salima & Hidayat, 2020; Surtikanti et al., 2020). In short, the developed reading materials practical, attracting and implementable. The effectiveness of the developed product in field test 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 learning activities, the writer gave Try Out to know the reading level of students before using the developed reading materials. After that, the writer taught twelve texts in the developed product to the students in the three days, four texts in each day. The writer taught the students by using discovery learning and project based learning method such as asking the students to scan barcode and watch the video about analytical exposition, instructing the students to ask about what they have watched, managing the students search information about analytical exposition in the internet, discussing the text, answering the questions, discussing the questions together, and then, discussing the answers and

asking the students what they obtained from learning process. After answering the questions in the textbook on the fourth day, the writer asked the student to choose one of the texts in textbook and make draft of storyboard based on generic structure of the text (thesis, argumentation, and reiteration) and choosing and adding the appropriate picture and sentences using Canva application and then the students sent it to the teacher. Then, the writer gave the test which included three texts of the developed product in the fifth days. The potential effect of the developed reading materials presented in the result of the students' scores.

The improvement of students' reading achievement after they were taught using the developed reading materials. It was strengthened with the previous developing studies that conducted by former students and lecturers from Sriwijaya University of Palembang (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 developed reading materials by integrating healthy life with the Emancipated curriculum became a basic reference to improve the students' reading comprehension of analytical exposition texts on healthy life. Thus, developed analytical exposition texts reading materials on healthy life provided insight into the environment and healthy habit in life.

Conclusion

Nowadays, healthy issues especially healthy life habit became a vital role to the UNESCO program, the government plans, English teachers, the stakeholders, and the students' needs. Children and teens 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 Emancipated curriculum, the English textbook of tenth grade students only provided an analytical exposition text about Graffiti. It was still lack of analytical exposition texts reading materials on healthy life stated by English teacher and vice principal. Due to the needs of the reading materials of analytical exposition texts on healthy life, this study has covered it to overcome the gap. This study could be the supplementary materials to the teachers and the students while learning at school. It also has aimed the validity, practicality and the potential effect of the developed reading materials.

The topics of the texts were also matched to the recent issues on healthy life habit such as (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. The developed reading material had validated by whole texts, and it had passed the analysis, design, evaluation and revision phases.

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