

# Healthy Life-Based Analytical Reading Material for Nursing Assistants Program in Vocational School: Students' Needs Analysis

Desi Ramasari<sup>1</sup>, Rita Inderawati<sup>2\*</sup>, Soni Mirizon<sup>3</sup>

<sup>1</sup> Universitas Sriwijaya, Palembang, Indonesia; [desiramasari444@gmail.com](mailto:desiramasari444@gmail.com)

<sup>2</sup> Universitas Sriwijaya, Palembang, Indonesia; [rita\\_inderawati@fkip.unsri.ac.id](mailto:rita_inderawati@fkip.unsri.ac.id)

<sup>3</sup> Universitas Sriwijaya, Palembang, Indonesia; [smirizon@unsri.ac.id](mailto:smirizon@unsri.ac.id)

---

## ARTICLE INFO

### Keywords:

English reading material;  
Vocational School;  
Healthy life;  
Need analysis

---

### Article history:

Received 2023-01-06

Revised 2023-04-02

Accepted 2023-09-20

---

## ABSTRACT

This study aimed to assess the need for healthy life habits in the Nursing Assistant study program at a vocational high school for developing English reading materials. This study is part of the R&D (Research and Development), and the data were gathered and evaluated using a questionnaire and semi-structured interviews—the technique for selecting the sample using purposive sampling. The sample of this study was 39 students, four teachers, and two stakeholders (curriculum assistant and the head of the nursing assistant study program) at Vocational High School in Betung. Both quantitative and qualitative methods are used to examine the data. Quantitative methods evaluate questionnaire data, whereas qualitative methods analyze and interpret interview data. The result of this study: 1) Students had basic English. 2) English was essential for the student's career. 3) Multiple-choice and essay questions are the most common test. 4) English reading was necessary for the subject matter. 5) Students must understand the knowledge of healthy lifestyles. 6) There were no English health life materials. 7) Healthy living habits in reading are meant to improve student's study skills and comprehension of healthy life habits. 8) English reading content must include healthy life's physical, nutritional, mental, environmental, emotional, social, and intellectual aspects. The study concluded that designing extra analytical exposition reading materials with healthy living practices that meet the students' English level boosts the student study program.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

### Corresponding Author:

Rita Inderawati

Universitas Sriwijaya, Palembang, Indonesia; [rita\\_inderawati@fkip.unsri.ac.id](mailto:rita_inderawati@fkip.unsri.ac.id)

---

## 1. INTRODUCTION

Good health requires a continual, focused effort to remain healthy and lower the risk of numerous illnesses. Adopting good lifestyle practices helps prevent sickness and promote health. According to Tamanal and Kim (2020), a healthy lifestyle is needed for illness prevention and health promotion. According to the National Institute on Aging (2022), good practices may help individuals live longer. The WHO (2020) states that behavior and environment impact the quality of life. Hence,

habits, conduct, and lifestyle determine a person's quality. The Centers for Disease Control (2022) recommends balancing nutritious eating and exercise to improve health and happiness in life. Hence, healthy living boosts intellectual and social achievement. Health affects the academic and social achievement of humans.

Promoting good content in school improves student life. Life quality influences school achievement (Gundogan & Ozgen, 2020). The United Nation's Sustainable Development Goals (SDGs) (2018) declare that health systems and cultures to be reoriented toward public health care to be better, fairer, more effective, and more viable. Health education to enhance public health is also gaining popularity. According to Kreps (2018), patients should comprehend nursing instruction. The trade school's Nursing Assistant major is famous in Indonesia. Thus, nursing assistant students need health education to succeed and develop. Vocational high school students must perform well academically and can work after school. Halim et al. (2019) state that vocational high schools (SMK) teach students field-specific skills. Most students choose the vocational school to start work immediately. Therefore, the Nursing Assistant program may help students develop positive habits and abilities in the future.

Vocational high schools also teach English differently. Vocational high school students can develop career-ready skills. Vocational high schools are essential for workforce education (Riswanto et al., 2022). To meet 21st-century skills, students must be more critical, artistic, inventive, and collaborative. English is widely spoken in education, business, science, law, travel, foreign affairs, healthcare, and technology. Thus, studying English is essential in schooling, especially for developing good speaking skills.

Furthermore, according to the Ministry of Education, Culture, Research, and Technology (2022), the following goals are set for learning English in the independent curriculum: First, using different kinds of multimodal materials to teach and learn English (oral written, visual, and audiovisual). The second part is understanding and valuing the ideas, customs, and products of different cultures, including those of Indonesia and other countries. Third, the promise is that the students will be shown as people who can stand independently and take responsibility for what they do. The last one is being good at analyzing and developing new ideas. In addition, Rao (2019) stressed the need for competent teachers actively teaching English in schools. A teacher must do various tasks to keep classes running smoothly and students learning. Teaching materials development and preparation are crucial. Since the content offered to students has comparable aims to those covered in an ESP (English for Special Purposes) class, vocational high school instructors must consider unique teaching materials depending on students' study plans, according to Azizah et al. (2020). The material supports the student's speech. English for Particular Purposes (ESP) helps students achieve their objectives, according to Sarmiento et al. (2018). Students learn work skills via ESP. English for Special Purposes is taught at vocational high schools.

According to Independent curriculum outlines, the main goal of learning English is to improve one's ability to talk, listen, read, watch, write, and show various texts. *Reading* is a life skill that students can practice. Reading literacy helps students extend their knowledge and ideas (Rochman, 2018). Reading adds information to students' brains. Reading improves verbal skills and communication. Inderawati et al. (2022) stated, "English learners must read. They will have access to many studying resources. Thus, language learning requires reading. Reading improves students' education and language skills. Vocational high school students can enhance their reading comprehension and build workplace skills. Reading improves speech, grammar, and writing, making it essential to English communication (Haq et al., 2019). Reading a language allows students to dig deeper into themes that attract them.

Learning materials should fit each program's English proficiency standards. Each study program should have student-specific reading material. Based on course aims and content, educators should be allowed to construct, revise, and change course materials for individual students

(Government Regulation of Indonesia No 32., 2013). Thus, the teacher can adapt content to student needs. One topic or content that the student needs to learn in school is healthy to live material. Healthy content is crucial when creating English teaching materials, especially for reading, because it relates to the quality of life in social interaction.

The vocational high school nursing assistant program must incorporate public health in its English reading materials for healthy living. According to the Centers for Disease Control and Prevention (2020), schools can help young people lead healthier lifestyles by offering healthy food and promoting physical exercise. It may help teach students about the topic, possible jobs, and healthy lifestyles. During the outbreak, adopting healthy habits may save lives. Human health impacts actions. More active people require healthier bodies. Exercise and eating nutritious meals help maintain health. If their lifestyle is unsustainable, people will become sick. Existing circumstances encourage avoidance. So, individuals must be mindful of their lifestyle choices.

People require personal health protection during this pandemic. Indonesia's Minister of Health (2020) declares that COVID-19 must be stopped. High-population regions should prevent new transmission sources and groups. People must be more obedient, healthier, and cleaner. The Ministry of Health's Basic Health shows that Hygienic and healthy 15- to 19-year-olds are uncommon. 5% avoid eating vegetables and fruit consumption, and almost half don't wash their hands properly. These results show that high school-aged teens behave less cleanly and healthily (Inayah1, et al., 2018). Thus, schools must promote healthy lives among teens. Youth health behavior frequency is connected to poor academic and health outcomes, according to the National Youth Risk Behavior Surveillance System (2019). The 2019 National Youth Risk Behavior Survey found that children with higher learning levels are healthier. Excellent students are also treated well. The YRBS found a strong correlation between academic achievement and specific health practices and conditions. Healthy behaviors and circumstances may lower scores, although more study is required to confirm this.

Therefore, as part of the pedagogical and educational process, education and health agencies, parents, and communities must cooperate to create and support efficient and healthy habits. Researchers must include good habits in the school material. Curriculum, materials, training methods, and evaluation help students learn. Munna and Kalam (2021) define *learning* as transferring knowledge from teacher to student. The teacher must evaluate and modify the learning process to ensure student success. In other words, education and learning should focus on the learners. The curriculum is a basic guideline for creating learning objectives and methodologies. Teachers must follow the curriculum and provide, make, or choose tools. They may modify, improve, and extend such materials, watch students' progress and needs, and assess them.

However, most of the reading content in the English textbook is inappropriate regarding students' backgrounds or healthy lifestyles. One education gap is that book content does not match student majors. Textbooks are one of the easiest ways for students to learn a topic, so they are often used in the classroom. Teachers can use textbooks to help students learn (Mithans & Grmek, 2020). English language materials should suit students' academic needs. Needs analysis helps teachers and organizations improve training and human performance (Puspita & Nurhalim, 2021). It is a crucial step that helps teachers determine what strategies to use and how long to give students to make learning effective and efficient (Morrison, 2020). Needs analysis determines what people need and their importance. Making a good school program starts with it (Bleich, 2018). This implies that vocational high school students' learning needs are primarily determined by their class choices. Therefore, a study is needed before building a course, especially in ESP.

Brown (2009) noted that "nine languages require research." TSA determines language learners' cognitive requirements. Language meets students' needs. Second, a deficiency analysis assesses the student's needs and the goal's shortcomings. Thirdly, the PSA evaluates students' skills, knowledge, and capacities. Fourth, learning-centered analysis indicates that students and stakeholders discuss

curricular themes, techniques, and materials. Fifth, strategy analysis looks at student choices for learning techniques, error checks, group sizes, tasks, and other aspects. Sixth, assess the learning environment or scenario with as little previous preconceptions as possible, whether they involve the usefulness, organization, or social context of the encounter. In the eighth type of analysis, set menu analysis, a list of important things for marketers or students is made. The final computer analysis matches what people think a material database should have.

Several studies have examined the requirement for English Specific Purposes analysis in Indonesia while planning a research program or generating educational materials. This has been the focus of most studies Syafuddin et al. (2022), Noto et al. (2022), Wahyuni et al. (2022), Tenridinanti et al. (2021), Indrawati et al. (2021), Juniarti et al. (2021), Azizah et al. (2020), and Nusa et al. (2019). Need analysis studies have also been undertaken in several other nations, some of which Boakye and Mai (2016), Palacz-Poborczyk et al. (2021), Elsaid Mohammed & Nur (2018), Kaewpet (2011), Bedoya et al. (2015), Lertchalermtipakoon et al. (2021), and Betti (2021). These studies illustrate that planning education, developing textbooks, and designing instructional tools need analysis. Need analysis may determine the student's problem, necessary skills and knowledge, and optimum teaching strategy.

Numerous studies have proved the benefits of healthy habits for vocational schools, notably nursing assistant programs. Alwi et al. (2022) state health-related quality of life is an important measure of healthcare management. School-based nutritional lifestyle intervention programs and good preventative measures are essential to encourage and build healthy habits and resilience in high school students (Tamanal & Kim, 2020). Schools may teach students healthy life habits (Wilkinson et al., 2022). According to Aswadi et al. (2017), students have yet to successfully acquire healthy and clean living behaviors at school. PHBS or clean and healthy living behavior is required in education. Because the norm for encouraging healthy behavior in teens hasn't been applied successfully, it's important to investigate healthy living behavior for teenagers (Julianti et al., 2018). Thus, instructors and school stakeholders must provide students with good healthy living content through classroom reading. The analytical text regarding healthy lifestyle behaviors is used in this study. Reading literature helps students understand how important excellent habits are. Building healthy life habits for nursing assistant training materials is vital as there are none. According to the statement above, researchers must do a need analysis study to determine student needs before generating English analytical exposition reading material for Nursing Assistant students of SMK in Betung, Banyuasin, based on healthy living practices. Similarities and differences occur in this research. Public health and healthy lifestyle were the key differences.

The needs analysis for students includes several components, including TSA, deficiency analysis, PSA, and strategy analysis. In this research, the researchers looked at how Nursing Assistant students, English instructors, and other school stakeholders evaluate the student's needs. In light of this, the purpose of this research was to summarize the viewpoints of students, teachers, and other stakeholders on the English reading requirements of students depending on their majors in the respective academic fields.

## 2. METHODS

This research comprised 10th-grade Nursing Assistant study program students, English teachers, English teachers, the head of the Nursing Assistant study program, and the assistant curriculum at Vocational High School in Betung, Banyuasi. This research was conducted in the first semester of tenth-grade students and was conducted for two weeks for collecting the data questionnaire and interview. The study used purposive sampling as a sampling technique. This school offers five programs: 4 classes of computer network engineering (TKJ), three courses of light technical vehicle (TKR), two classes of motorcycle engineering (TSM), 1 class of Accounting

(*Akutansi*), and 1 class of Nursing Assistant (*Asisten Keperawatan*). Only 10th-grade Nursing Assistant students were employed in this research. All the students are female. Also, four English teachers and content teachers, one head of the study program, and one curriculum assistant were the samples of this research.

This research is an instance of Akker's (1999) recommended method of doing work in the development field. One study is called development research, whose objective is to create a product suited to a certain use. Analysis, design, evaluation, and revision are the three primary stages that Akker (1999) suggests should be included in the development research process. The researchers utilized a semi-structured discussion and a questionnaire. Students answered questions. To collect instructors' and students' viewpoints, the researcher sent 25 Google form questions. Multiple-choice questionnaires English teachers and learners choose a questionnaire response. "Need analysis questionnaires were available from Hutchinson and Waters (1987). TSA, PSA, strategy analysis, and deficiency analysis organized the problems. The survey evaluated student and teacher needs. Both questionnaires had expert-validated items. First, 10th-grade nursing assistant students were surveyed. After reviewing the questionnaire data, the researcher interviewed English teachers about teaching English in vocational high schools, students' present materials, and the prospective implementation of Healthy Living Habits into new English reading materials by English teachers and content experts. Azizah et al. (2021) supplied ten teacher questions. Interviews utilized Bahasa Indonesia. The screenwriter wrote after recording the discussion.

The quantitative and qualitative examined the data. After that, undertaking the qualitative data using a questionnaire. The writer analyzed interview data using the qualitative method. Qualitative research seeks local community perspectives on a study topic. This study uses questionnaires to collect data from 39 10th-grade vocational high school of nursing assistant students. Each questionnaire has 25 health-related questions. It also employs semi-structured methods like in-depth interviews. This method involves personal experiences and the researcher's engagement with the English teacher at SMK in Betung, Banyuwangi. The ten open-ended questions allowed participants to respond in their terms, and their answers were typically more complex than "yes" or "no." The participant was given the option to react in a more comprehensive manner that provided a higher amount of information about the content of healthy living.

### 3. FINDINGS AND DISCUSSION

The information gathered from students' points of view during TSA, deficiency analysis, PSA, and strategy analysis was suitable for the needs of the students. The outcomes of this research suggested that the most significant majority of the students responded positively to each questionnaire item.

#### 3.1 Target Situation Analysis (TSA)

In this section, the emphasis is on the needs of the students, their overall aim, and what they could expect from English classes. Table 1 displays the collected data.

*Table 1 The students' view on TSA*

NO	Question/ Statement	Students' View	Percentage
1.	The importance of learning English	To support a career in the future	77.6%
2.	The students' Expectation toward learning English	To communicate using English in oral communication in the future workplace	92.4 %
3.	The language used for students' career	To do oral and written communication with colleagues or patient	91.6%
4.	The English proficiency level for students' career	Advance	87.4%

Based on table one, the biggest motivation for studying English was meant to aid students' future educational careers (77.6%). It was in line with Riswanto et al. (2022) stated that in vocational high school students need to have good preparation skill for the future careers. Most students (92.4%) believed that in their future jobs, they could successfully communicate in spoken English. It was in line with Noto et al. (2022) and Wahyuni et al. (2022) finding, most of students expected to communicate fluently with other by using English language in their future workplace. The majority of them (91.6%) wanted to be able to converse with their co-workers by studying English. Additionally, advanced-level English competence must support a student's career (87.4%). Therefore, the students expectation toward learning English is to communicate orally, particularly with nursing assistant students, students must be aware of their course of study. Healthy lifestyle habits in public health were one of the teaching materials for the tenth-grade Nursing Assistants student. As part of their future employment, students will be expected to explain and promote healthy lifestyle habits to all members of society, including those from outside. Including information about healthy lifestyle habits in reading material was one of the efforts to spread knowledge about them. According to Kumar (2017), leading a healthy lifestyle is crucial to maintaining good health. A healthy lifestyle may encourage students to keep promoting the importance of healthy life habits in society by providing them with something familiar, improving the learning experience, and training them on how to use a foreign language to communicate ideals and facts for the adoption of a healthy lifestyle.

### **3.2 Deficiency analysis**

At this point, the writers looked at the wants and needs of the students had, as well as the target situations deficiencies or lacks. There are some aspects in healthy life that the writer has got from the student such as the student want or need to learn about the public health topic which was consisted of healthy life's physical, nutritional, mental, environmental, emotional, social, and intellectual aspects. All those aspects need to put in the reading material of the Nursing Assistant students of SMK Satria Nusantara.

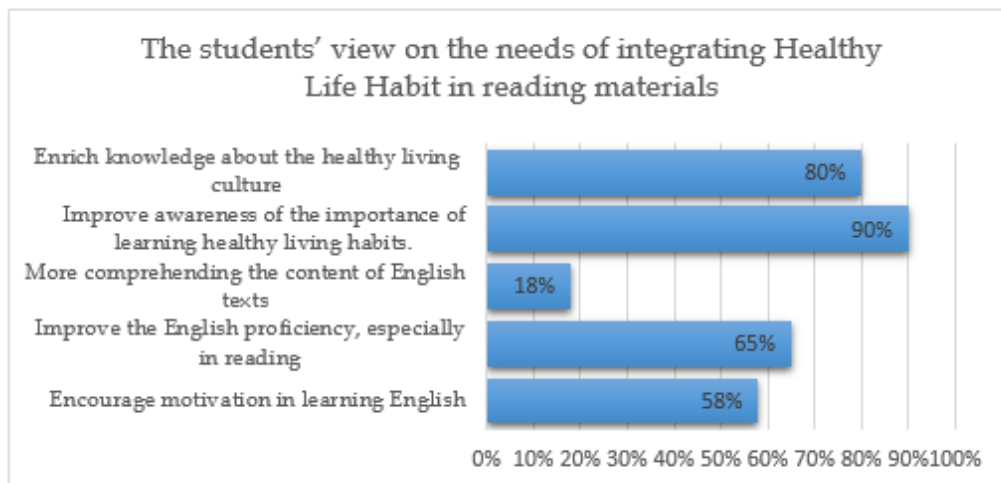


**Table 2.** displays information on the reading interests and materials that students now need.

**Table 2.** *The students' view on current wants and needs*

NO	Question/ Statement	Students' View	Percentage
1.	Topic desired by students in learning reading	Public Health (Healthy Life Habit)	82%
2.	The students' desired input for reading	Text related to the context of Nursing Assistant field.	77%
3.	Integrating topics which were related to general knowledge of students' study program for reading	Very important	92%
4.	The integrating topics which were related to Healthy life habit for reading	Very important	90%

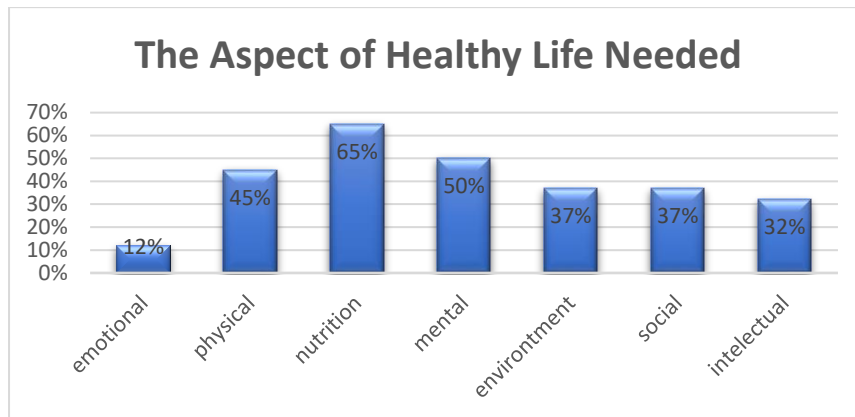
The questionnaire showed 82% of students were interested in reading about healthy living. Students think this content will help them academically. 77% of students wanted to learn about the Nursing Assistant Studies Program, revealing its conditions. 92% of students agreed reading learning strategies should integrate general knowledge. Like Tandridinanti (2021), most students felt that reading content should be linked to current events. Azizah et al. (2020) recommend integrating vocational high school reading materials into students' courses. The remainder of the students agreed it was important for the questionnaire, and 90% felt it was crucial. Celibi et al. (2017) found similar results when they examined high school students' English needs in downtown Elazig City's Cumhuriyet neighborhood. The research discovered students talked most about healthy lifestyles.



**Figure 1.** Students' perspectives on the importance of including Healthy Life Habits into reading materials

Figure 1 illustrates that students felt reading about healthy living practices would assist them. Reading about healthy lifestyles raised awareness for 80% of students. Then, 90% of students thought incorporating healthy living in English reading materials would increase their health awareness and English reading skills. Reading about a healthy lifestyle helped 65% of students learn. Second (58%), to motivate English learners. It improved reading comprehension for 18% of students. That may be because students prefer reading and know about good lifestyles. The Eberly Center for Teaching

Excellence and Educational Innovation (2008) found that prior knowledge greatly impacts classroom experience and student recall. Students' reading skills are notably affected. Diaz (2017) also states that prior knowledge can aid or hinder learning. Reading literacy helps students extend their knowledge and ideas (Rochman, 2018). Passionate readers read more. Thus, providing reading materials that attract students will boost their reading skills. Fauzi and Hanifa (2019) found that student success on healthy content exams was substantially affected by familiarity. Putra et al. (2019) also suggested using healthy living practices as instructional resources to improve reading comprehension.



**Figure 2.** Shows the healthy living practices students must integrate into English reading



The data shows that 65% of students need learn nutrition, mental (50%), and physical (45%) health. They also require environmental and social (37%), intellectual (32%), and emotional (12%) good living behaviours. This data might inspire healthy living material. According to Government Regulation No. 36 of 2009 on health, students' ability to study, grow, and develop depends on their health, therefore encouraging good health in schools is a balanced objective and a source of tremendous human resources. . Figure 3 shows how students overcame obstacles to succeed.

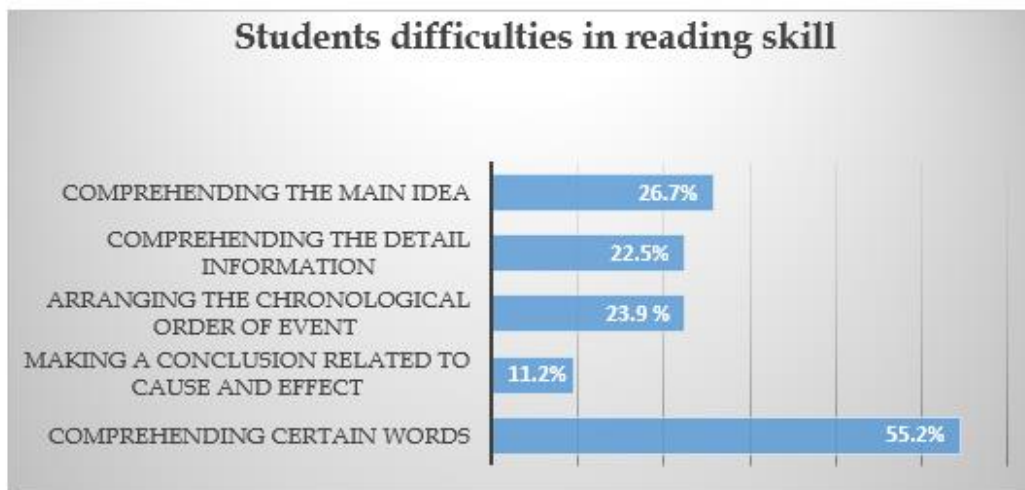


Figure 3. Students' reading skill difficulties

Figure 3 shows learning problems in engaged students. 55.2% of students found translating words difficult. After that, 23.9% of students struggled with structuring the chronological sequence or occurrence, 26.7% with grasping the fundamental concept, and 22.5% with understanding the information. 11.2% struggled with cause and effect. The study suggested that reading materials should include both substance and reading comprehension.

3.3 Present Situation Analysis (PSA)

This section assessed current students' English proficiency, classroom knowledge, and Healthy Living habit. Table 3 indicates how students rate their English skills. 92.5% of English learners were beginners. Azizah et al. (2020) found that most pupils' English skills were starting. Syafuddin et al. (2022) found that pupils' English was beginner-level. So, students must provide information suited to their English proficiency. 46.5% of students claimed they understood the reading afterward. According to the research, advanced reading materials may assist students improve their English, especially reading, to a level that will help them succeed in their career.

Table 3. The students' English proficiency

No	Question /Statement	Student's View	Percentage
1	Students current level of English	Biggener	92.5%
2	Students current proficiency in comprehending the reading text	Good enough	46.5%

Table 4 displays English textbooks were too difficult for 56.4% of students. In a while, 87.3% of students considered it interesting. Most English students (71.4%) thought analytical exposition was

the most common text. 62.5% of students reported that their English professors occasionally offered them reading assignments or texts with questions about their reading programmes. English professors seldom or never assigned healthy living readings, according to 67.5% of students. Consequently, students were given only a few materials on healthy living.

**Table 4. The existing materials learned and provided**

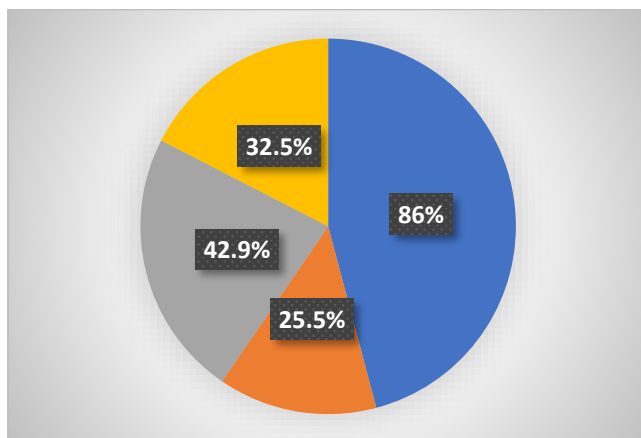
No	Question/ Statement	Students' View	Percentage
1	The difficulty level of reading texts in English course book	Difficult	56.4%
2.	The topics of reading text in English course book	Interesting	87.3%
3	The kind of the text commonly found or learned in learning English	Analytical Exposition	71.4%
4	The frequency of English teacher provided reading materials or texts and the questions related to the general knowledge of students' study program for reading	Sometimes	62.5%
5	The frequency of English teacher provided reading materials or texts and the question related to Healthy life habit for reading	Rarely	67.5%

Table 5 shows students' health knowledge perceptions. 67.5% of students felt confident choosing healthy living habits. 69.5% of students understand healthy food. Social media and the internet taught 36.5% of students about healthy living. 62.9% of students only knew about healthy living in their neighborhoods and adjacent locations. Most students (65.7%) stated that their knowledge of healthy living was limited to general information. Based on research data, students' analytical exposition reading material should include healthy lifestyle habits.

**Table 5 the students' healthy life habit knowledge**

No	Question/ Statement	Students' View	Percentage
1	Students' knowledge about healthy life	Enough	67.5%
2.	The aspect of Healthy life that students know	Healthy food	69.5%
3	The way students know about Healthy life	From social media, online media, or internet	36.5%
4	The scope of Healthy life that students know	In the students place and the closer districts	62.9%
5	The students' knowledge level of Healthy life	General information	65.7%

There were various things that the students felt they could do to maintain and build healthy life habits based on their thoughts on their understanding of healthy life habits. Figure 4 depicts the activities that students might participate in.

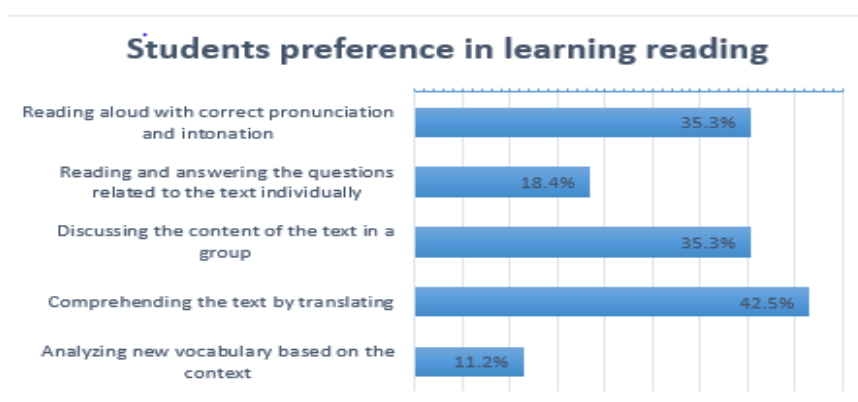


**Figure 4.** Students' efforts in conserving and promoting healthy living habits (yellow), actively preserving a healthy life (gray), integrating healthy life in everyday life (orange), and expanding knowledge about healthy life (blue) (blue).

The results showed that 86% of the students could keep and improve their healthy habits by learning more about health, adopting healthier habits, and using healthier practices in their everyday lives. Most students wanted to stay healthy and learn more. Analytical exposition of healthy lifestyle behaviors might help people become functionally literate by broadening their viewpoints and comprehending their healthy living. Sopa and Pomohaci (2018) and Babatunde and Olusegun (2017) established healthy living educational resources to better serve their students.

### 3.4 Strategy analysis

The main students' starting-to-read options follow. 42.5% need translation. 35.3% of students benefited from reading aloud and discussing. 11.2% wanted to contextualize new vocabulary, and 18.4% wanted to read the book and answer the questions. Reading education should reflect students' learning styles and comprehension levels.



**Figure 5.** Preferences of students for reading instruction

### 3.5 English instructors' concern of students' needs

Interviews with four English teachers found that they all agreed that their students' English proficiency was crucial to their classroom success and future professional endeavors. Teacher 1, who was in complete agreement, said:

*"English lessons assist students communicate and understand topics. Students must be able to apply English in their major's area after graduating, making English a valuable subject."*

However, the teachers thought the available material was inappropriate since most English materials were still available. As stated by the teacher:

Teacher 1:

*"For nursing assistant students, English content was improper. The majority of Vocational High School English content covers the main general topic. Thus, the content is not based on student specifications."*

Teacher 2: *"The comment text in the textbook is inappropriate with the student study program."*

Teacher 3: *"The reading text or the text's title did not complete the student's need based on the student's study program."*

Teacher 4: *"The English material is not related to the subject they have learned in their study program."*

Teachers of English as a Second Language looked for supplementary reading resources online, in an ESP textbook, and in other commercially available books to get around this issue. In accordance with what we've heard from levels 2 and 4,

Teacher 2:

*"I utilize both the textbook provided to me by the government and another teaching module I downloaded from the internet that is relevant to the student's course of study."*

Teacher 4:

*"I utilize the government English textbook and material on the internet."*

Teachers utilize textbooks, internet, and other resources. The instructor did not include healthy living or subject comprehension reading materials. Every instructor wanted to modify study materials. They had concerns. Teachers needed time to design training materials. Teacher 2,

*"I had a packed schedule due to the fact that I was teaching, and there were occasions when I also had additional obligations at two other schools. As a result, I was unable to construct the instructional material."*

The method of content development was also problematic for them. Here are the statements of 2 of educators:

Teacher 1:

*"I've tried to make reading materials for the students, but I'm not sure if I've done it the right way. Also, the 10th grade has been using an Independent Curriculum (called "Merdeka" curriculum) this semester, so the teacher needs to change the topic to fit the needs of the*

*Independent curriculum. So, as teachers, we need more time to make sure that the reading material fits both what the students need and what the government wants."*

Teacher 4:

*I'm not sure whether the structure or reading materials I'd use are appropriate for the students, and I don't have the time to create them on my own.*

Teachers had challenges designing English materials. Textbooks cover tenses and particular texts but not discussion, particularly in the medical field, which needs a lot of medical vocabulary. Fauzi and Hanifa (2019) evaluated student and teacher obstacles in vocational high school English language teaching material creation. They discovered four main issues:

- Medical science students' reading material doesn't match their needs.
- Instructors don't pay attention to their students' reading needs.
- Students need to be driven to read.
- Teachers deliver uninteresting content.

That implies instructors needed help developing fundamental concepts for student-friendly English language instruction. Students and teachers felt the student's English was rudimentary. Two instructors believed pupils couldn't grasp the course reading, while three thought they could. Teacher 2 said:

*"Due to high vocabulary, students may struggle to comprehend. Easy-to-understand vocabulary is needed. The content also isn't related to the student's course."*

Then, English teachers related students' reading difficulties to vocabulary and text structure (such as main idea of the text or its extent of detail). Teachers 1 and 3 reported:

Teacher 1:

*"Since students have varied vocabulary understandings, the teacher must help them in understanding the text."*

Teacher 3:

*"The most comment problem of students' experience is the unfamiliar word. They do not understand what the words mean. Therefore, the student always needs to check the vocabulary in the dictionary."*

Analytical exposition was the kind of reading material emphasized for discussion, along with other types like report and description and narrative text. All English teachers think that it was crucial to provide material linked to students' general knowledge as part of their reading study plans. The reading material for integration was also on adopting healthy lifestyle habits. Here's what one of the teachers had to say about it:

Teacher 3:

*"Healthy life habit reading material is essential. They will also be able to communicate physical activity, emotional management, and nutritious eating, especially in English."*

As there was no reading material with a reading comprehension test on healthy living habits that considered student interests and reading ability, all teachers agreed to give reading materials on the topic.

Teacher 1:

*"There is no English reading material providing Healthy life habits at school or home, therefore it is necessary to offer the content relevant to the healthy life habit."*

English teacher 4 stated all the other teachers agreed that multiple-choice and essay questions were the best method for assessing students' comprehension.

Teacher 4

*"Multiple-choice and essay questions are common in daily, midterm, and final examinations."*

The aspects of healthy life suggested were related to emotional, physical, nutritional, mental, environmental, social, and intellectual aspects.

### **3.6 Teachers in specific subjects take into account their students' individual's needs**

Two content area teachers were interviewed, and their comments showed English may be a useful supplement. The following explanation was given by a subject area teacher:

*"Nursing assistant students will interact with classmates, teachers, and internationals. Students have to be career-focused. English was supposed to provide students with content-related materials. materials may cover Patients' nutrition, emotions, and society"*

Another content teacher was quoted as saying:

*"Students will be prepared when they study special topics that are also addressed in content-related disciplines and are needed to explain such concerns in English." English is no longer essential for relevant teachers to teach or give resources."*

Content teachers may prevent redundancy by using English supplements. If English courses have covered the subject, content teachers may concentrate more on student growth in their specialty.

When asked about integrating healthy living into English classes, all topic teachers gave good answers. It was one of the things they had planned. One of the content teachers said:

*"The students will benefit in several ways, such as when they learn about public health subjects later, they will have knowledge and references about practice healthy life habits and may provide an explanation in English."*

Another content teacher was quoted as saying:

*English readings focused on the healthy life are connected to nursing communication and public health. The components of healthy habits that must be included are physical, nutrition, mental, environmental, and intellectual."*

### **3.5 Stakeholders' perceptions of the needs of the students**

Assistant curriculum and the Nursing Assistant Head Study Program agreed that English was essential to students' academic and content-area performance. Due to a lack of reading materials, they proposed combining students' subject knowledge with good health habits.

The head of the study program stated:



*"Incorporating English resources with topic areas specifically relating to healthy lifestyle habits is still lacking."*

The assistant curriculum also supported the claim, stating:

*"I do not have any reports, records, or other administration, such as textbooks, publications, or institutional policies, that demonstrate the use of English courses with topic courses."*

The research program and associate curriculum directors want English classrooms to include topics like developing and using healthy living reading material to fulfill students' needs. Students, instructors, and partners must identify and evaluate student needs. English was required for vocational high school students. Students have to acquire life skills through reading English. English skills were elementary. Students required critical exposition texts, reading comprehension help, and subject-class connections.

From those findings, English, one of the vocational high school's most important topics, is not only a second language students should learn to read and speak but also a tool that may benefit them in their future careers. Reading should be comprehended. According to Putra (2010), English reading comprehension demonstrates students grasped the texts' basic concepts, detailed information, allusions, inferences, and vocabulary. Teachers must educate students "main concept," "particular knowledge," "reference," "inference," and "vocabulary."

Health-related textbooks are needed. According to Sopa and Pomohaci (2018) and Babatunde and Olusegun (2017), health promotion in schools increases student interest and reading comprehension. Their curriculum includes English to augment other topics. The Nursing Assistant program may connect English and core subjects by adding healthy living topics to reading material. A student needs analysis is needed to identify English content modifications and additions. These factors should be considered by English teachers to serve their students best.

#### 4. CONCLUSION

Vocational high school students should have English reading materials that meet their language needs. When tools don't meet student needs, they must be developed. One way is to include healthy living reading in the syllabus for students. Needs evaluation must come first. A needs evaluation can reveal a lot. It may be because students aren't studying enough, have other goals, or haven't been taught their favored way. That data could inform informed thought in English content creation. This study's need analysis found that students' English proficiency is beginner-level, that English is important for their future jobs, and that they still battle with some writing skills. This study informed these results. The students lack knowledge about healthy life, an analytical exposition book is needed, and there are few English reading resources that combine healthy life habits. This necessitates integrating topic issue materials with English reading materials. Analytical exposition of extra reading materials should include healthy life and match students' English proficiency and needs. Including healthy life content in educational materials aims to improve students' comprehension.

#### REFERENCES

- Akker, J. V. D. (1999). Principle and methods of development research. In J. Akker, R. Branch, K. Hustalfo, T. Nieveen N, g Plomp (Eds.), *Design methodology and development research* (pp. 1-14). Kluwer
- Alwi, S.M., Narayanan, V., Taib, N.A., & Din, N.C. (2022). Predictors of health-related quality of life after completion of chemotherapy among Malaysian early stage breast cancer survivors. *Supportive Care in Cancer*, 30(1), 1-9. DOI: [10.1007/s00520-021-06686-9](https://doi.org/10.1007/s00520-021-06686-9)

- Aswadi, A., Syahrir, S., Delastara, V., & Surahmawati, S. (2017). Perilaku hidup bersih dan sehat (Phbs) pada siswa-siswi SDK Rita pada kecamatan kota Komba kabupaten Manggarai Timur Propinsi Nusa Tenggara Timur. *Health science journal*, 9(2), 187. DOI:[10.24252/AS.V9I2.3775](https://doi.org/10.24252/AS.V9I2.3775)
- Azizah, N., Inderawati, R. & Vianty, M. (2020). Bangka-culture-based descriptive reading materials for tour and travel in SMK: Students' needs analysis. *English Review: Journal of English Education*, 9(1), 21-34. <https://doi.org/10.25134/erjee.v9i1.3776>
- Babatunde, E.O., & Olusegun, E. (2017). Influence of health education and healthy lifestyle on students' academic achievement in biology in Nigeria. *Universal Journal of Educational Research* 5(9), 1600-1605. DOI: 10.13189/ujer.2017.050917.
- Bedoya, P. A., Valencia, L.M., & Montoya, J. C. (2015). Students' need analysis in an EFL program for university professors. *HOW*, 22(2), 11-36. DOI:[10.19183/how.22.2.118](https://doi.org/10.19183/how.22.2.118)
- Betti, M.J. (2021). *Need Analysis*. Retrieved from [https://www.researchgate.net/publication/352780645\\_Needs\\_Analysis](https://www.researchgate.net/publication/352780645_Needs_Analysis)
- Bleich, C. (2018). How to conduct a training needs analysis. EdgePoint Learning. Retrieved from <https://certcentral.com/conduct-training-needs-analysis/>
- Brown, J. D. (2009). Foreign and second language need analysis. In M.H. Long and C. J. Doughty (Eds.), *The handbook of language learning* (pp. 269-293). London: Wiley-Blackwell. DOI:[10.1002/9781444315783.ch16](https://doi.org/10.1002/9781444315783.ch16)
- Boakye, N.A., & Mai, M.M. (2016). A need analysis for a discipline-specific reading intervention. *English Language Teaching*, 9(3), 235-247. DOI:[10.5539/elt.v9n3p235](https://doi.org/10.5539/elt.v9n3p235)
- Celebi, E., Gundogdu, C., & Kizilkaya, A. (2017). Determination of healthy life behaviors of high school students. *Universal Journal of Educational Research* 5(8), 1279-1287. DOI: 10.13189/ujer.2017.050801
- Center for Disease Control and Prevention. (2020). *Improving School Health*. Retrieved from <https://www.cdc.gov/healthyschools/schoolhealth.htm>
- Center for Disease Control and Prevention. (2022). *Active People Healthy Nation*. Retrieved from <https://www.cdc.gov/physicalactivity/activepeoplehealthynation/about-active-people-healthy-nation.html>
- Cooper, J. D., Warncke, E. W., & Shipman, D. D. (1988). *Interactive approaches to second language reading*. Cambridge, UK: Cambridge University Press.
- Diaz, K.V. (2017). Prior Knowledge: Its Role in Learning, Los Baños: College of Public Affairs and Development, University of the Philippines Los Baños. DOI:[10.13140/RG.2.2.26816.69125](https://doi.org/10.13140/RG.2.2.26816.69125)
- Eberly Center for Teaching Excellence & Educational Innovation. (2008). Prior Knowledge. Retrieved from Carnegie Mellon University: <https://www.cmu.edu/teaching/design/teach/priorknowledge.html>
- Elsaid Mohammed, A. S., & Nur, H. S. M. (2018). Needs analysis in English for academic purposes: The case of teaching assistants at the University of Khartoum. *HOW*, 25(2), 49-68. <https://doi.org/10.19183/how.25.2.409>
- Fauzi, I. & Hanifah, D. (2019). Designing reading materials for ESP students Vocational High School of Medical. *International Journal for Educational and Vocational Studies*, 1(4), 314-321. DOI:[10.29103/ijevs.v1i4.1439](https://doi.org/10.29103/ijevs.v1i4.1439)
- Gundogan, S., & Ozgen, H. (2020). The relationship between the quality of school life and school burnout. *International Journal of Evaluation and Research in Education (IJERE)*, 9(3), 531-538. DOI: 10.11591/ijere.v9i3.20686
- Government Regulation of Indonesia. (2009). *Undang-undang Republik Indonesia No. 36 tahun 2009 tentang kesehatan*. Jakarta: Republic Indonesia.
- Government Regulation of Indonesia. (2013). *Undang-undang Republik Indonesia No. 32 tahun 2013 tentang standar pendidikan Indonesia*. Jakarta: Republic Indonesia.

- Halim, M., Jamilah, R., Rizal., Adindo, A.W., & Safaruddin, L.O.(2019).The effect of work motivation and industrial work practices on the readiness of work students in class xii accounting department of SMK Negeri 1 Kendiri. *International Journal of Education and Research*, 7 (12), 25-34. <https://in.ijern.com/journal/2019/December-2019/03.pdf>
- Haq, Z.,Khurram, B.A., & Bangash, A.K. (2019). Developing of reading skill through activity based learning at grade- vi in Khyber Pakhtunkhwa. *Bulletin of Education and Research*,41(1), 85-104. [http://pu.edu.pk/home/journal/32/V41\\_1\\_2019.html](http://pu.edu.pk/home/journal/32/V41_1_2019.html)
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning Centered Approach*. Cambridge: Cambridge University Press.
- Inayah1, R., Arfajah ., & Latifa, A.(2018). Pengaruh pendidikan kesehatan terhadap peningkatan pengetahuan tentang perilaku hidup bersih sehat (phbs) pada siswa sekolah dasar negeri 1 serut kecamatan panti kabupaten jember. *The Indonesian Journal of Health Science*,. 137–140. DOI: <https://doi.org/10.32528/ijhs.v0i0.1536>
- Inderawati, R.,Amrullah.,Sofendi.,, Soni, M., Purnomo, M.E., Eralida., Indrawati, S.,Shilviany, S., & Alwi, Z. (2022). South sumatra local culture-based teaching materials training for vocational school language teachers. *Academic Journal of English Language and Education*,6 (1),65-82.
- Inderawati, R., Petrus, I., Eryansyah, E., & Meilinda, M. (2021). Needs analysis of vocational high school textbook to local culture materials and the 21st century competencies. *English Review: Journal of English Education*, 9(2), 245-252.Retrieved from <https://journal.uniku.ac.id/index.php/ERJEE>
- Inderawati, R., Susanti, S., Nurhayati., & Sitinjak, M. D. (2022). Developing instructional reading materials with local culture-based narrative texts for the tenth grade students. *English Review: Journal of English Education*, 10(2), 749-760. <https://doi.org/10.25134/erjee.v10i2.6431>.
- Julianti, R., Nasirun,M., & Wembrayarli.(2018).‘Pelaksanaan PHBS di lingkungan sekolah’, *Journal of Chemical Information and Modeling*, 3(2), 11–17. DOI:10.33369/jip.3.2.76-82
- Juniarti, Y., Subadiyono., & Alwi, Z. (2021). The need analysis of writing module with Edmodo. *English Review: Journal of English Education*, 9(2), 419-426. <https://doi.org/10.25134/erjee.v9i2.4457>
- Kaewpet, C. (2011). Learning needs of Thai Civil Engineering students. *ASEAN ESP Journal*, 7(3), 79-105. <https://doi.org/10.1016/j.esp.2009.05.002>
- Kreps, G. (2018).Promoting patient comprehension of relevant health information. *Israel Journal of Health Policy Research*, 7 (56), 1-3. <https://doi.org/10.1186/s13584-018-0250-z>
- Kumar, K. (2017). Importance of healthy life style in healthy living. *Juniper Online Journal of Public Health*,2 (3), 001-003. DOI: 10.19080/JOJPH.2017.02.555596
- Lertchalermtipakoon1,P., Wongsunbun, U., & Kawinkoonlasate, P. (2021). Need analysis: English Language use by students in the tourism and hospitality and industry. *English Language Teaching*,14 (3), 59-71. <https://doi.org/10.5539/elt.v14n3p59>
- Ministry of Education, Culture, Research, and Technology. (2022). *Peraturan tentang perubahan atas keputusan kepala badan standar kurikulum,dan assessmen pendidikan kementerian pendidikan,kebudayaan,riset,dan teknologi nomor 008/H/KR/2022 tentang capaian pembelajaran pada pendidik anak usi dini,jenjang pendidikan dasar,dan jenjang pendidikan menengah pada kurikulum merdeka.. Jakarta: Ministry of Education, Culture, Research, and Technology, the Republic Indonesia.*
- Ministry of Health of The Republic of Indonesia. (2020). *Keputusan menteri kesehatan republik indonesia nomor HK.01.07/MENKES/382/2020 tentang protokol kesehatan untuk masyarakat di tempat umum dan fasilitas pencegahan dan pengendalian penyakit virus corona 2019 (covid-19).Jakarta: Ministry of Health of the Republic Indonesia.*

- Mithans, M. & Grmek, M.I.(2020). The use of textbook in teaching learning process. *New Horizons in Subject-Specific Education: Research Aspects of Subject-Specific Didactics* (pp.201-228). DOI:[10.18690/978-961-286-358-6.10](https://doi.org/10.18690/978-961-286-358-6.10)
- Morrison, K. (2019, January 17). What training needs analysis is and how it can benefit your organization. eLearning Industry. Retrieved August 14, 2020.
- Munna, A.S. & Kalam, M.A.(2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation (IJHI)*,4(1),1-4. DOI:[10.33750/ijhi.v4i1.102](https://doi.org/10.33750/ijhi.v4i1.102)
- National Institute on Aging.(2022). *Adopting Healthy Habits: What Do We Know About The Science Of Behaviour Change*. Retrieved from <https://www.nia.nih.gov/news/adopting-healthy-habits-what-do-we-know-about-science-behavior-change>
- Noto, G., Sofendi, Indrwati., R, Hartono, &Putri,R., I.,I.(2022). Climate Change exposition reading material for senior high school textbook: Students' need analysis. *Al-Ishlah:Jurnal Pedidikan*,14 (2), 2429-2436. DOI:[10.35445/alishlah.v14i2.1030](https://doi.org/10.35445/alishlah.v14i2.1030)
- Nusa, S., A., Jufrizal., & Amri, Z.(2019). Need analysis on an availability of reading comprehension modul based on scientific approach for tenth grade students: A study at SMAN 7 Padang. *Proceedings of the Eighth International Conference on Languages and Arts*, 463, 96-103. <https://doi.org/10.2991/assehr.k.200819.018>
- Palacz-Poborczyk, I.,Idziak, P., Januszewicz, A., Aleksandra,Luszczynska., Qusted, E., Naughton, F., Hagger, M., Pagoto, S.,Verboon, P., Robinson, S., & Kwasnicka, D.(2021).An intervention mapping study: Developing the choosing health digital weight loss and maintenance intervention. *Journal of Medical Internet Research*, 24(10), 1-40. DOI: [10.2196/34089](https://doi.org/10.2196/34089)
- Putra, M. 2010. Students' difficulties in understanding the reading descriptive text at SMPN 1 Kapur IX Karangrayung.Padang : Padang University.
- Putra,A.P., Padmadewi,N., & Budasi.(2019). Developing english material for nursing students of SMK kesehatan Bali Medika Denpasar. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 7 (1), 1-10. <https://doi.org/10.23887/jppm.v6i2.2513>
- Puspita, S., & Nurhalim, A.D.(2021). Importance of training needs analysis for human resources development in organizations. *Jurnal Ekonomi Manajemen dan Bisnis*,22(2),151-160. DOI:[10.29103/e-mabis.v22i2.702](https://doi.org/10.29103/e-mabis.v22i2.702)
- Rao, P.S.(2019). The impact of teacher training in english language teaching on the learners' learning. *Journal of English Language and Literature (JOELL)*, 6(4).68-79. DOI:[10.33329/joell.64.19.68](https://doi.org/10.33329/joell.64.19.68)
- Riswanto., Santiana.,Inderawati, R., Parmadi,B., Putra, P.P.,Kasmainsi., & Sari, N.P.(2022). Preparing vocational high school students' 21<sup>st</sup> century skills needed through pair work strategy and youtube channel integration. *Hindawi Education Research International*,2022,1-7. <https://doi.org/10.1155/2022/6325852>
- Rochman, M. (2018). The importance of teaching reading: Improving students' reading comprehension in EFL context emphasized on reading fluency and accuracy. *Journal of English Language and Pedagogy*,1(1), 6-14. DOI:[10.33503/journey.v1i1.91](https://doi.org/10.33503/journey.v1i1.91)
- Sarmeto,S.,& Bocorny,A. (2018). *English for specific purpose (ESP)*.TESOL Press. [https://www.researchgate.net/publication/328964474\\_English\\_for\\_Specific\\_Purposes\\_ESP](https://www.researchgate.net/publication/328964474_English_for_Specific_Purposes_ESP)
- Sofa, I. S., & Pomohaci, M. (2018). Developing a healthy lifestyle of students through the practice of sport activities. *Land Forces Academy Review*,23(3),207-218. DOI: [10.2478/raft-2018-0025](https://doi.org/10.2478/raft-2018-0025)
- Syafuddin, Asi, N., & Karani,E. (2022). English reading material in vocational high school :A need analysis. *Jurnal Bahasa dan Sastra*,10(1), 59-66. DOI: [10.24036/jbs.v10i1.116662](https://doi.org/10.24036/jbs.v10i1.116662)

- Tamanal, J.M., & Kim, C.H. (2020). Promoting healthy lifestyle in high school students: determination of the lifestyle status through the healthy lifestyle screen (hls) assessment, *Journal of Lifestyle Medicine*, 10 (1), 30-43. <https://doi.org/10.15280/jlm.2020.10.1.30>
- Tenridianti, T., B., Indrawati, R., & Mirizon, S. (2021). Climate Change –Based Report texts for senior high school: A mix method study. *Jurnal Pendidikan Progresif*, 11(3), 610-625. DOI: <http://dx.doi.org/10.23960/jpp.v11.i3.202112>
- United Nations. Sustainable Development Goals (SDGs) [website]. New York, NY: United Nations; 2018 (<https://sustainabledevelopment.un.org/sdgs>, accessed 8 January 2022).
- Wahyuni, U., Eryansyah, & Indrawati, R. (2022). Android-based Palembang local culture procedure text for vocational high school: A students' ed a.nalysis. *Al-Ishlah: Jurnal Pendidikan*, 14 (3). DOI: 10.35445/alishlah.v14i3.1364
- Ilkinson, S., Guyat, S., & Willcox, J. (2022). Informing a healthy eating and physical activity program to decrease postnatal weight retention: What are women experiencing and what type of program do they want?. *Health promotion journal of Australia : official journal of Australian Association of Health Promotion Professionals*, 10.1002/hpja.668. Advance online publication. <https://doi.org/10.1002/hpja.668>
- World Health Organization. (2020). Determination Health. Retrieved from <https://www.who.int/news-room/questions-and-answers/item/determinants-of-health>
- Youth Risk Behavior Surveillance System. (2019). *Making the Connection: Other Health Behaviors and Academic Grades*. Retrieved from <https://youth.gov/federal-links/2019-youth-risk-behavior-survey-yrebs-results>