

Appendix 1. Blueprint of Questionnaire for Collecting Students' Needs

Type	Questionnaire
Purpose	To collect data for answering research question 1, "What reading materials are needed by the seventh-grade students at Madrasah Tsanawiyah (MTs) Maarif Karangasem?"
Source of data	Seventh-grade students
Grand Theory	<ol style="list-style-type: none"> 1. Young learners' characteristics 2. Z generation's characteristics 3. Reading Comprehension

A. GRAND THEORY

According to Branch (2009), the analysis step in ADDIE approach aims to collect any information related to students' needs regarding the product that will be developed. Besides, during this step, the analysis of the available instructional document is also significant. The information on the instructional and learning objectives can be a good guide in designing the product that will be developed.

To identify students' needs, the researcher uses some theories. Those theories include young learners' and z generation's characteristics, and reading comprehension. The characteristics' of young learners and z generation are included since those characteristics will influence the students' needs. While reading comprehension is included to identify whether the available reading materials already help the students to build the students' reading comprehension. The followings are brief explanations of those theories.

Young Learners' and Z Generation's Characteristics

In teaching and learning process, especially selecting teaching media, there are some children characteristics that need to be considered by the teachers. Young learners love colourful teaching media (Mardhatillah & Ratmanida, 2016). Thus, they like books with lots of pictures and colours (Strouse et al., 2018). Videos and music can reduce young learners' boredom, and illustrations help young learners understand the reading text better (Aguirre et al., 2016; Limbong et al., 2021; S et al., 2022). In addition, young learners are competitive, they love game and quiz (Kita, 2021; Ross et al., 2018).

The seventh grade students were mostly born in 2008. It means that they are categorized as the z generation, because z generation are those who were born between 1995 and 2010 (Isaacs et al., 2020; Leung et al., 2021; Sakdiyakorn et al., 2021). One of the z generation characteristics is they learn better through technology (Bashori, 2018; Boholano, 2017; Murillo-Zamorano et al., 2019). Thus, ICT-based supplementary reading materials that can be opened on a smartphone, computer, or laptop may help them to study reading better.

Reading Comprehension

Reading comprehension can be defined as the ability to understand the message of a written text completely. This ability is dynamic because it is influenced by the objective of readings and the text types (Lems, Miller, & Soro, 2010). Furthermore, Richards and Schmidt (2013) classify reading comprehension into:

e. Literal comprehension

This comprehension includes the ability to understand, remember, or recall the explicit message in the text being read.

f. Inferential comprehension

This comprehension deals with understanding implicit information from the text being read.

g. Critical or evaluative comprehension

This comprehension has something to do with the ability to compare information in the text being read with the reader's prior knowledge.

h. Appreciative comprehension

This comprehension covers emotional or another kind of valued response from a passage.

According to Greenwood (1989), one possible way of establishing a purpose for reading is by focusing the learners' attention on a particular cognitive skill.

Several cognitive skills can be chosen. They are:

6. To anticipate both the form and content
7. To identify the main idea or topic sentence
8. To recognize and recall specific details
9. To infer from the text
10. To draw conclusions

B. Blueprint

In this study, the researcher develops a five Likert scale questionnaire. Based on the grand theories used in designing the questionnaire to identify students' need, the questionnaire will cover some aspects and indicators. Those aspects and indicators can be seen in the blueprint as shown in Table 1.

Domain	Aspect	Indicator	Item
Young Learners' Characteristics	Colour	Reading materials should be colorful	1, 2
	Picture	Reading materials should be provided with interesting pictures that illustrate the content	3, 4
	Videos	Reading materials can come with videos that illustrate the content	5, 6
	Music	Reading materials can come with music to avoid students from being bored	7, 8
	Game	Reading materials can come with game to make it more interesting for young learners	9, 10
	Quiz	Reading materials can come with quiz to make it more interesting for young learners	11, 12
Z Generation's Characteristics	Technology	Reading materials can be read through various gadget	13, 14

Reading Comprehension	Literal comprehension	Reading materials should build students' literal comprehension	15
	Inferential comprehension	Reading materials should build students' inferential comprehension	16
	Critical or evaluative comprehension	Reading materials should build students' critical or evaluative comprehension	17
	Appreciative comprehension	Reading materials should build students' appreciative comprehension	18
	Form and content	Reading materials should help students anticipate both the form and content	19
	main idea or topic sentence	Reading materials should help students identify the main idea or topic sentence of the reading materials	20
	Specific details	Reading materials should help students recognize and recall specific details	21
	Inferring	Reading materials should help	22

		students infer from the text	
	Conclusions	Reading materials should help students draw conclusions	23



C. Questionnaire

KUISIONER

Petunjuk:

Kuisisioner ini adalah kuisisioner yang ditujukan untuk mengumpulkan data mengenai materi membaca yang sesuai untuk siswa kelas VII. Kuisisioner ini tidak ada hubungannya dengan nilai mata pelajaran tertentu dan identitas pengisi kuisisioner akan dirahasiakan. Untuk itu, mohon mengisi data sesuai dengan keadaan yang sebenarnya atau sesuai dengan apa yang dirasakan selama mengikuti pembelajaran bahasa Inggris di sekolah.

Pengisian kuisisioner dilakukan dengan mencentang (√) pada salah satu kolom tanggapan yang disediakan. Adapun pilihan tanggapan adalah:

- SS : Sangat Setuju
 S : Setuju
 CS : Cukup Setuju
 TS : Tidak Setuju
 STS : Sangat tidak Setuju

No	Pernyataan	Jawaban				
		SS	S	CS	TS	STS
24.	Saya menyukai materi membaca dengan desain berwarna warni					
25.	Materi membaca yang tersedia di sekolah sudah memiliki desain berwarna warni					
26.	Saya lebih tertarik untuk membaca teks yang berisi					

	gambar yang menarik dan mengilustrasikan isi teks					
27.	Selama ini teks yang diberikan oleh guru telah berisi gambar yang menarik dan mengilustrasikan isi teks					
28.	Saya senang apabila materi membaca juga dilengkapi dengan video yang menarik yang mampu menggambarkan isi teks					
29.	Materi membaca yang saya baca di kelas yang tersedia di sekolah sudah dilengkapi dengan video menarik yang mampu menggambarkan isi teks					
30.	Saya senang membaca sambil mendengarkan musik yang dapat menghilangkan rasa bosan saya					
31.	Selama ini, materi membaca yang diberikan guru telah dilengkapi dengan musik yang dapat membuat saya lebih semangat membaca					
32.	Saya senang belajar membaca melalui permainan edukatif					
33.	Di kelas, guru memberikan materi membaca yang berisikan permainan edukatif					
34.	Saya menyukai proses pembelajaran membaca melalui kuis					
35.	Selama ini, guru telah mengajarkan materi membaca melalui kuis					
36.	Membaca materi dari perangkat elektronik seperti ponsel pintar, laptop, tablet, dan komputer lebih menarik daripada membaca materi dari buku cetak.					

37.	Selama ini, guru telah menyediakan materi membaca yang dapat dibaca melalui perangkat elektronik seperti ponsel pintar, laptop, tablet, dan komputer					
38.	Materi membaca yang saya peroleh di sekolah mampu membantu saya untuk membangun pemahaman literal saya					
39.	Materi membaca yang saya peroleh di sekolah mampu membantu saya untuk membangun kemampuan untuk menebak isi teks					
40.	Materi membaca yang saya peroleh di sekolah mampu membantu saya untuk membangun kemampuan berpikir kritis					
41.	Materi membaca yang saya peroleh di sekolah mampu membantu saya untuk membangun kemampuan mengapresiasi					
42.	Materi membaca yang saya peroleh di sekolah mampu membantu saya untuk mengantisipasi bentuk bahasa dan isi teks					
43.	Materi membaca yang saya peroleh di sekolah mampu membantu saya untuk menemukan ide pokok dan kalimat utama					
44.	Materi membaca yang saya peroleh di sekolah mampu membantu saya untuk menemukan dan mengingat informasi spesifik					
45.	Materi membaca yang saya peroleh di sekolah					

	mampu membantu saya memahami hal yang tidak tersurat di teks					
46.	Materi membaca yang saya peroleh di sekolah mampu membantu saya membuat kesimpulan dari apa yang saya baca					



D. Expert Judgment Sheet to Validate the Questionnaire

EXPERT JUDGEMENT SHEET

Type	Questionnaire
Purpose	To collect data for answering research question 3, "How is the quality of the ICT-based supplementary reading materials prototype for the seventh-grade students at Madrasah Tsanawiyah (MTs) Maarif Karangasem?"
Source of data	Learning Material Experts
Grand Theory	<ol style="list-style-type: none"> 1. Criteria of a Good Language Learning Material 2. Learning Material Components

Item No	Statement	Strong Relevance		Weak Relevance		Remarks
		4	3	2	1	
1.	The breadth of the material is appropriate for the seventh grade students					
2.	The depth of the material is appropriate for the seventh grade students					
3.	<i>The reading materials</i>					

	<i>make the learner focuses on form and function at the same time</i>					
4.	<i>The reading materials link to each other</i>					
5.	<i>The reading materials have appropriate instruction</i>					
6.	The reading materials have fact accuracy					
7.	The reading materials have procedure/method accuracy					
8.	The reading materials have theory accuracy					
9.	The reading materials follow principle/law truth					
10.	The reading materials have concept accuracy					
11.	Latest/up-to-date features are used in teaching materials					
12.	The reading materials in accordance with the times.					
13.	The reading materials					

	foster an entrepreneurial spirit,					
14.	The reading materials foster competitiveness					
15.	The reading materials foster an innovative/creative spirit					
16.	The reading materials foster a work ethic,					
17.	The reading materials grow curiosity					
18.	The reading materials encourage to seek further information					
19.	The reading materials provide things to be discussed,					
20.	The reading materials provide a partner to discuss,					
21.	The reading materials build interest in the result of the discussion.					
22.	The reading materials develop personal skills					

23.	The reading materials develop vocational skills.					
24.	The reading materials develop academic skills					
25.	The reading materials develop social skills					
26.	The reading materials build appreciation of Indonesia's rich potential					
27.	The reading materials present examples from the global environment regarding accounting developments					
28.	The reading materials arouse students' gratitude to God Almighty,					
29.	The reading materials present concrete examples from the local/regional/international environment					
30.	The reading materials build appreciation of the					

	pioneering experts in the development of accounting					
31.	The reading materials are <i>in line with the curriculum and the syllabus</i>					
32.	The reading materials are <i>in line with the experience, the actual condition in the students' real life.</i>					
33.	The reading materials are suitable with the level of development of students and suitability for the level of social-emotional development of students					
34.	The reading materials are suitable with the level of students' understanding of the message contained in the material					
35.	The reading materials provide suitable illustration with the substance of the message					

36.	The reading materials have the ability to motivate students to respond to messages					
37.	The reading materials encourage students to think critically so as to create interactive communication					
38.	The reading materials <i>provide chances for the students to integrate the language use</i>					
39.	The sentences structures are accurate					
40.	The reading materials use the standard terms					
41.	The paragraphs/sentences are coherence					
42.	The meanings between paragraphs/sentences are integrated					
43.	The sentences are grammatically correct					
44.	The words are written in					

	accurate spelling					
45.	The reading materials use consistent terms and symbols/symbols					
46.	The reading materials use accurate scientific/foreign names.					
47.	The presentation of the reading materials is systematic					
48.	The reading materials are presented logically					
49.	The reading materials are balance in substance					
50.	The reading materials are coherence in concepts,					
51.	The illustrations presented in the reading materials are accordance with existing material					
52.	The presentation of texts in the reading materials are appropriate					
53.	The reading materials provide activities to					

	generate learning motivation at the beginning of the unit					
54.	The reading materials provide questions in the unit,					
55.	The reading materials provide questions practice at the end of each unit,					
56.	The reading materials provide appropriate tables					
57.	The reading materials provide appropriate images,					
58.	There are attachments accompanied by references/reference sources					
59.	The reading materials provide list of natural constants, references/reference sources including for text, tables, pictures and attachments, introduction,					

	glossary, list of indexes (subjects and authors), bibliography, and summary					
60.	The reading materials encourage the involvement of students in learning,					
61.	The reading materials provide activities that centered on students,					
62.	The reading materials create interactive communication,					
63.	The reading materials are suitable with the characteristics of the subjects and the ability to bring up the ability to stimulate students' deep thinking through illustrations,					
64.	The reading materials provide case analysis					
65.	The reading materials provide practice questions.					

66.	The reading materials provide teachers and learners with choices					
67.	The reading materials have a good readability					
68.	The reading materials meet the aspects of effectiveness and efficiency					
69.	The reading materials are visually displayed in a clear, contrasting, attractive manner determined by the selection of fonts, font sizes, illustrations, colors and certain layouts,					
70.	The text and illustrations in the reading materials are displayed in a communicative, harmonious, proportional and consistent manner based on a certain layout					

Singaraja,2023

Judge I,

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NIP



Appendix 2. The Blueprint for Content Validity Expert Judgment Sheet

Type	Questionnaire
Purpose	To identify the content validity of the developed ICT-based supplementary reading materials.
Source of data	Content Experts
Grand Theory	Results of Need Analysis

A. Need Analysis Result

The seventh-grade students at MTs Maarif Karangasem like reading materials with colorful designs are provided with interesting pictures that illustrate the content of the reading materials, and enjoy learning through educational games. Most of them also love reading materials with videos, music, and quizzes, and they can be accessed using mobile devices such as smartphones, tablets, and laptops. Besides, the questionnaire results also confirmed that most students stated that the available reading materials did not provide them with videos, music, and quizzes. Thus, based on the results of the questionnaire, the developed ICT-based reading materials should provide the students with reading materials with colorful designs, interesting pictures that can illustrate the content of the reading, videos, and audio related to the content of the reading, and quizzes related to the reading materials. Besides, the reading materials should be able to be opened using smartphones, tablets, and laptops. Many students believed that the available reading materials could not help the students to build literal understanding, prior knowledge, and critical thinking. For some students, the available reading materials also could not help them identify the main idea, understand explicit and implicit information,

and draw conclusions from the reading text that the students have read. Thus, in brief, the researcher concluded that the available reading materials could not help the students to build reading comprehension optimally. The reading materials should provide the students with activities to help them build their reading comprehension better.

B. The Expert Judgment Sheets

No	Indicator	Relevant (3-4)	Not relevant (1-2)
1.	The ICT-based supplementary reading materials have colorful designs		
2.	The ICT-based supplementary reading materials contain interesting pictures and illustrate the contents of the text.		
3.	The ICT-based supplementary reading materials provide educational games		
4.	The ICT-based supplementary reading materials are equipped with an interesting video that can describe the contents of the text.		
5.	The ICT-based supplementary reading materials provide quizzes		
6.	The ICT-based supplementary reading materials can be opened using electronic devices such as smartphones, laptops, tablets, and computers.		
7.	The ICT-based supplementary reading materials provide music		
8.	The ICT-based supplementary reading materials help the students find and remember specific information.		
9.	The ICT-based supplementary reading materials help the students find the main ideas and sentences.		
10.	The ICT-based supplementary reading materials help the students build appreciation skills.		
11.	The ICT-based supplementary reading materials help the students anticipate the form of language and the content of the text.		

12.	The ICT-based supplementary reading materials help the students build a literal understanding.		
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Appendix 3. Blue Print Expert Judgment Sheet to Evaluate the Quality of the ICT-based Supplementary Reading Materials

EXPERT JUDGEMENT SHEET

Type	Questionnaire
Purpose	To collect data for answering research question 3, “How is the quality of the ICT-based supplementary reading materials prototype for the seventh-grade students at Madrasah Tsanawiyah (MTs) Maarif Karangasem?”
Source of data	Media Expert
Grand Theory	<ol style="list-style-type: none"> 1. Criteria of a Good Language Learning Material 2. Learning Material Components

Item No	Statement	Strong		Weak		Remarks
		Relevance		Relevance		
		4	3	2	1	
61.	The breadth of the material is appropriate for the seventh grade students					
62.	The depth of the material is appropriate for the seventh grade students					
63.	<i>The reading materials make the learner focuses</i>					

	<i>on form and function at the same time</i>					
64.	<i>The reading materials link to each other</i>					
65.	<i>The reading materials have appropriate instruction</i>					
66.	The reading materials have fact accuracy					
67.	The reading materials have procedure/method accuracy					
68.	The reading materials have theory accuracy					
69.	The reading materials follow principle/law truth					
70.	The reading materials have concept accuracy					
71.	Latest/up-to-date features are used in teaching materials					
72.	The reading materials in accordance with the times.					
73.	The reading materials foster an entrepreneurial					

	spirit,					
74.	The reading materials foster competitiveness					
75.	The reading materials foster an innovative/creative spirit					
76.	The reading materials foster a work ethic,					
77.	The reading materials grow curiosity					
78.	The reading materials encourage to seek further information					
79.	The reading materials provide things to be discussed,					
80.	The reading materials provide a partner to discuss,					
81.	The reading materials build interest in the result of the discussion.					
82.	The reading materials develop personal skills					
83.	The reading materials					

	develop vocational skills.					
84.	The reading materials develop academic skills					
85.	The reading materials develop social skills					
86.	The reading materials build appreciation of Indonesia's rich potential					
87.	The reading materials present examples from the global environment regarding accounting developments					
88.	The reading materials arouse students' gratitude to God Almighty,					
89.	The reading materials present concrete examples from the local/regional/international environment					
90.	The reading materials build appreciation of the pioneering experts in the					

	development of accounting					
91.	The reading materials are <i>in line with the curriculum and the syllabus</i>					
92.	The reading materials <i>are in line with the experience, the actual condition in the students' real life.</i>					
93.	The reading materials are suitable with the level of development of students and suitability for the level of social-emotional development of students					
94.	The reading materials are suitable with the level of students' understanding of the message contained in the material					
95.	The reading materials provide suitable illustration with the substance of the message					
96.	The reading materials					

	have the ability to motivate students to respond to messages					
97.	The reading materials encourage students to think critically so as to create interactive communication					
98.	The reading materials <i>provide chances for the students to integrate the language use</i>					
99.	The sentences structures are accurate					
100.	The reading materials use the standard terms					
101.	The paragraphs/sentences are coherence					
102.	The meanings between paragraphs/sentences are integrated					
103.	The sentences are grammatically correct					
104.	The words are written in accurate spelling					

105.	The reading materials use consistent terms and symbols/symbols					
106.	The reading materials use accurate scientific/foreign names.					
107.	The presentation of the reading materials is systematic					
108.	The reading materials are presented logically					
109.	The reading materials are balance in substance					
110.	The reading materials are coherence in concepts,					
111.	The illustrations presented in the reading materials are accordance with existing material					
112.	The presentation of texts in the reading materials are appropriate					
113.	The reading materials provide activities to generate learning					

	motivation at the beginning of the unit					
114.	The reading materials provide questions in the unit,					
115.	The reading materials provide questions practice at the end of each unit,					
116.	The reading materials provide appropriate tables					
117.	The reading materials provide appropriate images,					
118.	There are attachments accompanied by references/reference sources					
119.	The reading materials provide list of natural constants, references/reference sources including for text, tables, pictures and attachments, introduction, glossary, list of indexes					

	(subjects and authors), bibliography, and summary					
120.	The reading materials encourage the involvement of students in learning,					
121.	The reading materials provide activities that centered on students,					
122.	The reading materials create interactive communication,					
123.	The reading materials are suitable with the characteristics of the subjects and the ability to bring up the ability to stimulate students' deep thinking through illustrations,					
124.	The reading materials provide case analysis					
125.	The reading materials provide practice questions.					
126.	The reading materials					

	provide teachers and learners with choices					
127.	The reading materials have a good readability					
128.	The reading materials meet the aspects of effectiveness and efficiency					
129.	The reading materials are visually displayed in a clear, contrasting, attractive manner determined by the selection of fonts, font sizes, illustrations, colors and certain layouts,					
130.	The text and illustrations in the reading materials are displayed in a communicative, harmonious, proportional and consistent manner based on a certain layout					

Singaraja,

.....2023

Judge II,

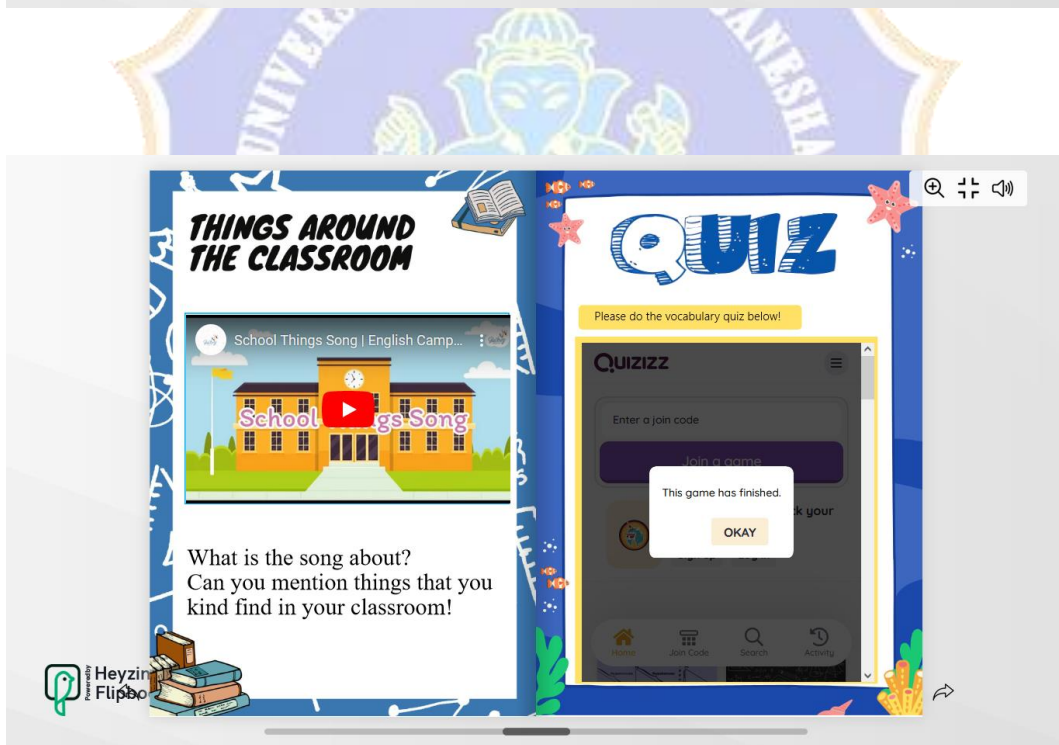
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NIP



Appendix 4. The ICT-based Supplementary Reading Materials before Revision



THINGS AROUND THE CLASSROOM

My classroom is located on the second floor. This class is adjacent to the Language Laboratory. You can see chairs and tables neatly arranged when you enter the classroom. The classroom of forty students was well lit as there were several small lights above it. Small windows are placed on the right and left of the room, making the room look well lit. This room is quite spacious for a room that contains forty students and one teacher. Two air conditioners inside the classroom make it cool even though many students are there. This class also smells good because one of the students hangs an air freshener under the cooler. A wooden cupboard is in the front right corner of the room. The cabinet contains books and several piles of paper. However, it is not in good condition. In front of the wooden cupboard was a comfortable chair and a teacher's table. A book clock and a flower vase are on the teacher's table. In addition to several small lights, a white projector facing the blackboard hung on the room's ceiling. There were scribble marks on the blackboard, the students in their class didn't erase them after using the blackboard. Next to the blackboard is a small board attached to the wall, which contained the class schedule and assignments given by the teacher. In the upper corner of this room is a loudspeaker. The loudspeaker was connected from the teacher's room to announce the announcement to all students. The speaker looks quite dirty.

The back wall of this classroom is filled with cardboard filled with biology assignment. The assignments are posted there so students can read them frequently. In addition to the cardboard paper, a few decorations are attached. And what's quite interesting is that they put up a photo frame containing their photos while doing the activity. This class has created a pleasant. They make this class very comfortable for learning.

TEST

Please do the comprehension test below!

QUIZZZ

Enter a join code

Join a game

This game has finished. Thank you!

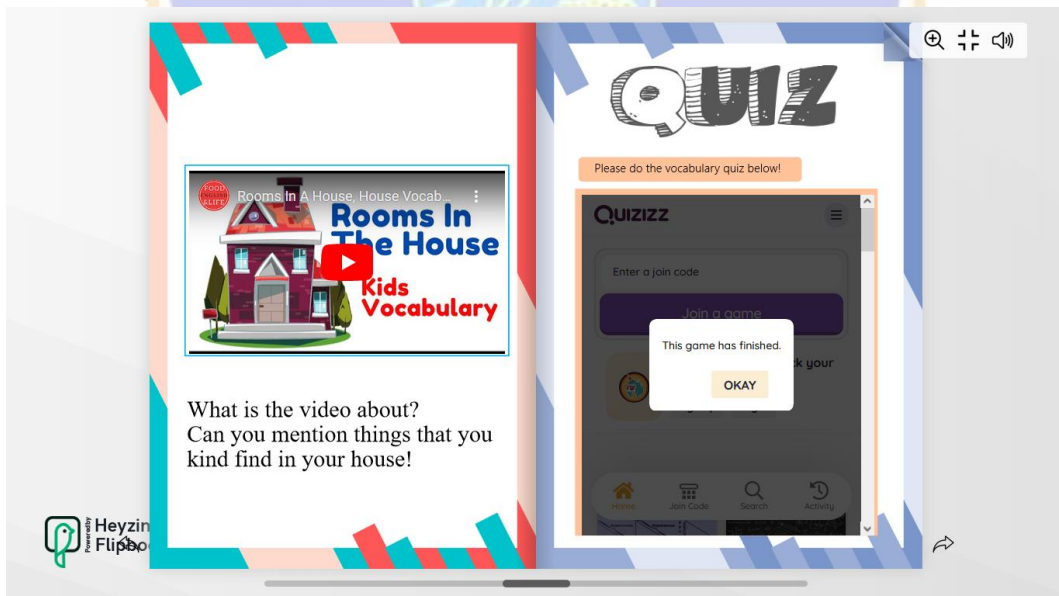
OKAY

Mathematics See more


Home Join Code Search Activity

Heyzin Flipboard





My House



Home is the most comfortable place for many people. Home is also the place where everyone returns after they have done their activities. I will describe how the condition of my house is where I and my family live. My house is located right next to the rice fields which makes the atmosphere of my house cool and far from the crowds. My house is green and has two floors. My house fence is made of brown stone fence. In front of my house there is a small fish pond with a tiny fountain light in the middle of the pond. There are many fish that become my father's pet.

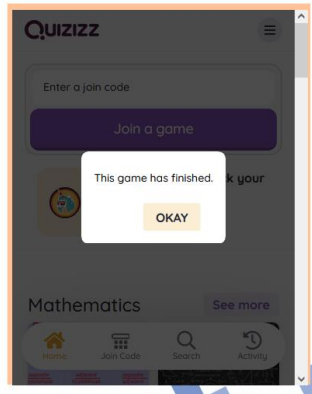
Around the terrace of my house, both the front, side and back terraces, there are many beautiful flowers arranged neatly by my mother. Usually my mother will water the plants every morning and evening.

In my house there are 10 rooms, namely there are 4 bedrooms, 2 bedrooms on the 2nd floor and 2 other bedrooms on the lower floor. On the 1st floor of the house besides the 2 bedrooms there is 1 living room, 1 family room, 1 dining room, 1 kitchen and 2 bathrooms. The four bedrooms in my house have their own sunsets. Mom and Dad's room is neat and very clean, it's quite simple inside, there's only a bed and 2 cupboards. Unlike our children's room. My older sister's room is purple and full of Korean K-POP knock-knacks. The younger brother's room was white and filled with motorcycles and toy cars. Meanwhile, my room is painted in cream colors with yellow sunsets because there are lots of roadside knock-knacks, flowers that I really like.

Apart from the bedroom, the living room and family room are also places that I really enjoy. In the living room there is a cupboard filled with my family's books, such as my father's manuscripts and my brother's and myself paintings. Meanwhile, in the family room there is a television equipped with speakers and a mic. Usually my family will gather and sing together in the room.

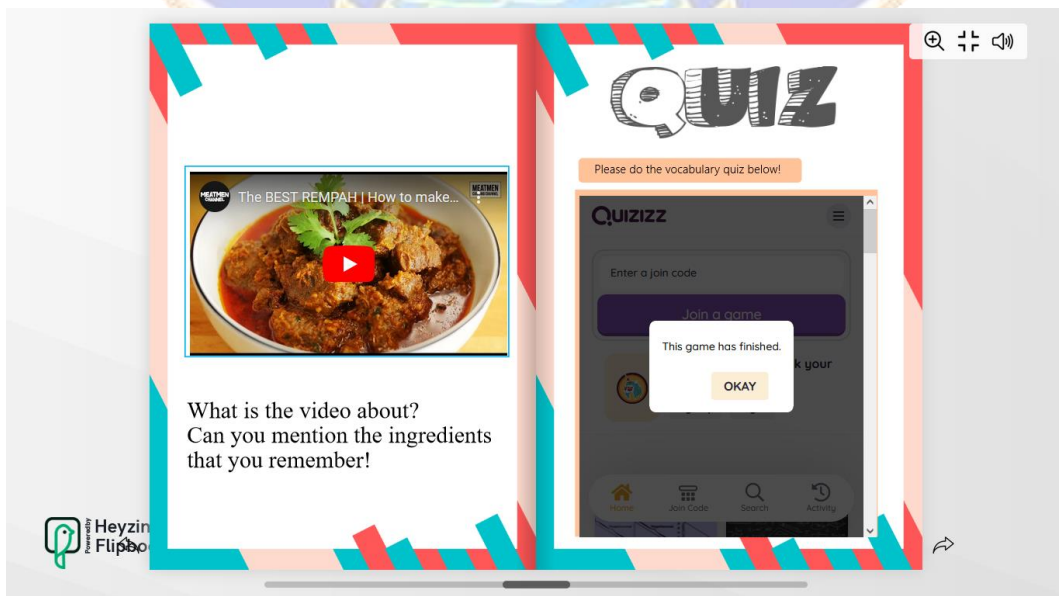
That's about the condition of my house. I am very grateful to have this house because of the clean, tidy, comfortable atmosphere that makes my house my last and best choice for all the things that happen in my life every day.

TEST




Heyzin
Flippo





How to Cook Rendang



Rendang is one of Indonesian dishes which is famous for its delicacy. Rendang is a meat dish originating from Minangkabau, West Sumatra, Indonesia. The process of cooking rendang at low temperature for a long time, using coconut milk and a variety of Indonesian spices which are slightly spicy makes rendang delicious and has a distinctive taste. The cooking process takes so long that it produces tender beef rendang and the spices seep into the meat. Rendang is also known as a long-lasting food that can last for weeks. So, rendang is suitable for use in winter, even the longer it is, the tastier it will be. So the rendang is often used as food aid for victims of natural disasters because of its durability and nutritional content.

To cook rendang, various ingredients and seasonings are needed. The ingredients and seasonings are:

Ingredients:

- 1 kg of beef steak
- 200 ml of coconut milk
- 2 stalks of lemongrass, crushed
- 6 pieces of lime leaves
- 5 bay leaves

Spice:

- 250 grams of curly red chili and cayenne
- 250 gr shallots
- 6 cloves of garlic
- 1 tsp cumin
- 1 tsp fenel
- 1 gram of fennel
- 5 cloves
- 1 tsp pepper
- 3 cardamom
- 4 thip coriander
- A piece of ginger
- Some palmleaf
- Some turmeric
- Salt and sugar to taste

How to make:

1. Cut the beef approximately 1 kg into 20 pieces.
2. Put the coconut milk into the pan, add the lemongrass, lime leaves, bay leaves, and ground spices. Cook over low heat while continuing to stir slowly which is done like someone who is scooping water. Coconut milk is stirred on the surface, taken little by little with a ladle. Do this until it boils for about 15 minutes.
3. Then, put the meat into the boiling coconut milk, stir, reduce the heat. Add salt and sugar to taste. Cook until coconut milk thickens, stir so it doesn't burn.
4. Continue to cook over low heat until the rendang is dry and oily.
5. Rendang is ready to be served.

TEST

QUIZZ

Enter a join code

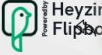
Join a game

This game has finished.

OKAY

Mathematics See more

Home Join Code Search Activity





HOW TO CLEAN THE HOUSE EFFECTIVELY

MADRASAH TSANAWIYAH
MAARIF KARANGASEM
ENGLISH LANGUAGE COURSE
2023

Heyzine Flipbooks

Navigation icons: search, zoom, volume, back arrow.



QUIZ

Please do the vocabulary quiz below!

Cleaning tools

What is the video about?
Can you mention the equipment to clean a house!

QUIZZZ

Enter a join code

This game has finished.

OKAY

Navigation icons: search, zoom, volume, back arrow.

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How to Clean the House Effectively



Everyone certainly wants an ideal home that is not only pleasing to the eye, but also always kept clean. Having a clean, comfortable and safe home is a must to achieve a quality and happy life. If the house is dirty, it will bring negative effects to the owner who lives in that house. It will make them uncomfortable to stay at home. Dirty houses also may affect their health condition. Thus, ensuring the house is clean and tidy is crucial. Keeping the house clean must be done consistently and regularly. To clean the house effectively and efficiently, you need to determine the system. Here are some steps to clean the house to create a healthy and comfortable environment.

First, make a weekly or monthly schedule for cleaning the house so that you and your family can understand their responsibilities by adjusting the time you have. Then a regular schedule, you can avoid piling up dirt and housework later on. Second, prepare quality cleaning supplies. Using the right cleaning supplies will help you clean your house more effectively and efficiently. You don't need equipment that is too sophisticated and expensive, the important thing is that it can make it easier for you to clean your house properly. After you have made a schedule and prepared the equipment needed, you can implement simple methods that you can teach the whole family to do. Third, when cleaning, focus on one area at the same time so that the cleaning process is efficient. By focusing on one area, you can clean more thoroughly and spend things up. When cleaning a room, start by cleaning the top of the house first such as ceiling, light and fan, then continue to cleaning the walls and door. The dust that falls will be easily swept and avoided. After all that the cleaning process will be easier.

Dust often sticks to various items in the house, from furniture, such as tables and chairs to small items and fixtures, such as frames, clothes, wall clocks, etc. Clean the dust on furniture and display using a rag or duster until the dust falls to the floor. After that, it will be easier for you to sweep the floor and clean it thoroughly. If you want maximum results, you can use a vacuum cleaner to clean the dust from the sofas, lines and corners. After all the dust has been cleaned from top to bottom and done thoroughly, go all rooms in a clockwise direction, sweep the floors in all corners of the house. You can start by making a door cleaning route from the deepest rooms of the house and heading to the kitchen or backyard so you don't go back and forth. After sweeping, you can sweep the entire floor with water that has been added with floor cleaning liquid for maximum clean results. Besides being able to remove the dust that is left behind, the floor becomes less sticky and shiny again.

After the inside of the house is clean, don't forget to clean the outside areas of the house such as the terrace, yard and driveway after cleaning the inside of the house. Use water and soap to clean dirty and dusty outdoor areas. Garbage and dirt that has been cleaned will end up in the trash. Then the trash can is also an important thing that must be considered clean. You have to regularly dispose of the trash at home by collecting it in a trash bag and throwing it in a landfill. To make cleaning easier, select and sort organic and non-organic waste to make it easier to process waste in landfill. After cleaning all areas of the house, make sure you put things and furniture back in their original locations. You need to do this to make the corner of your house beautiful and tidy again.

TEST

QUIZZZ

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Mathematics

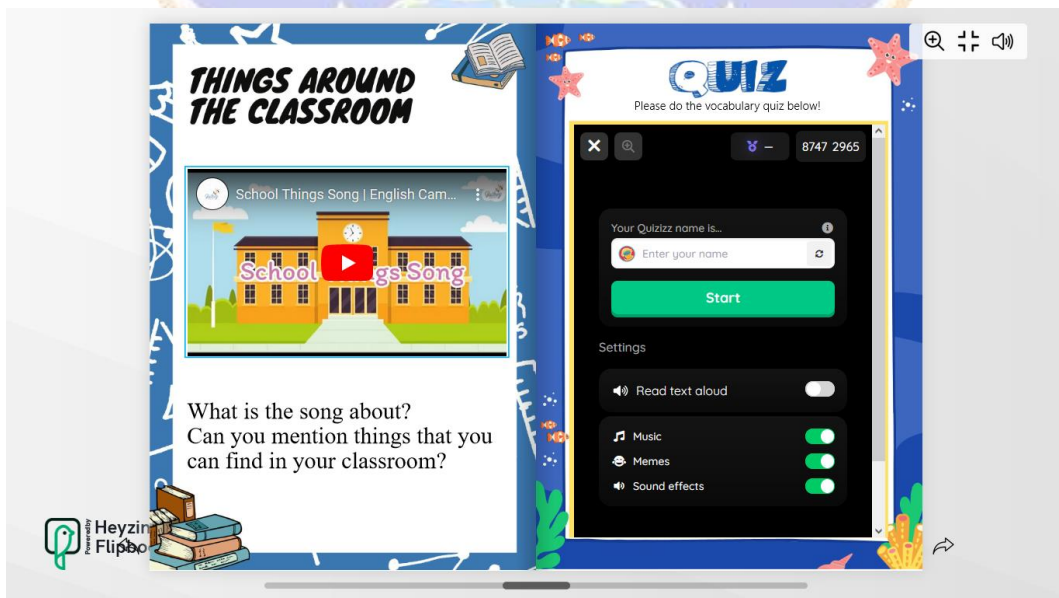
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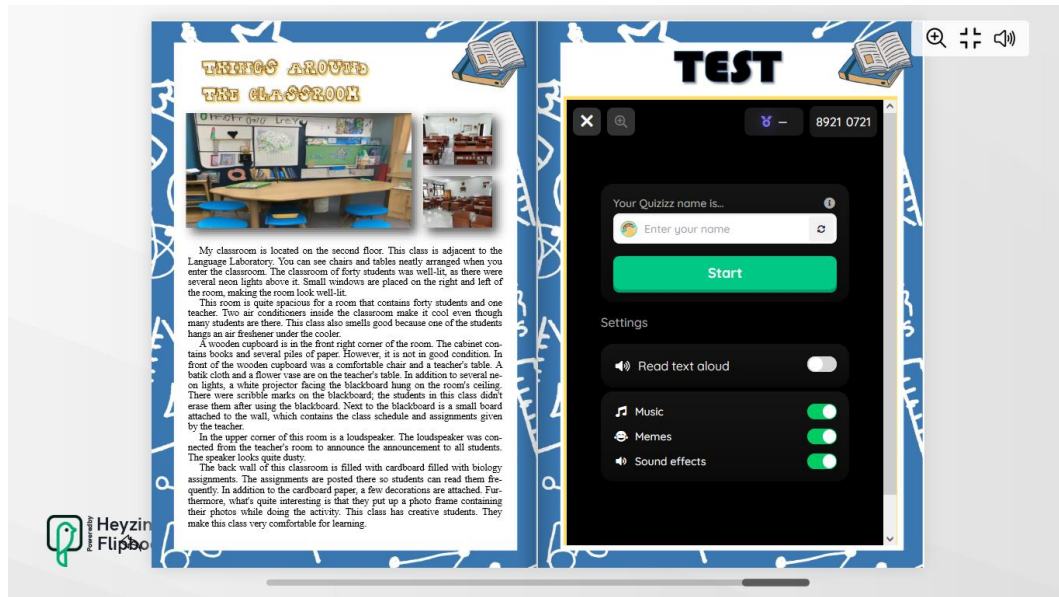
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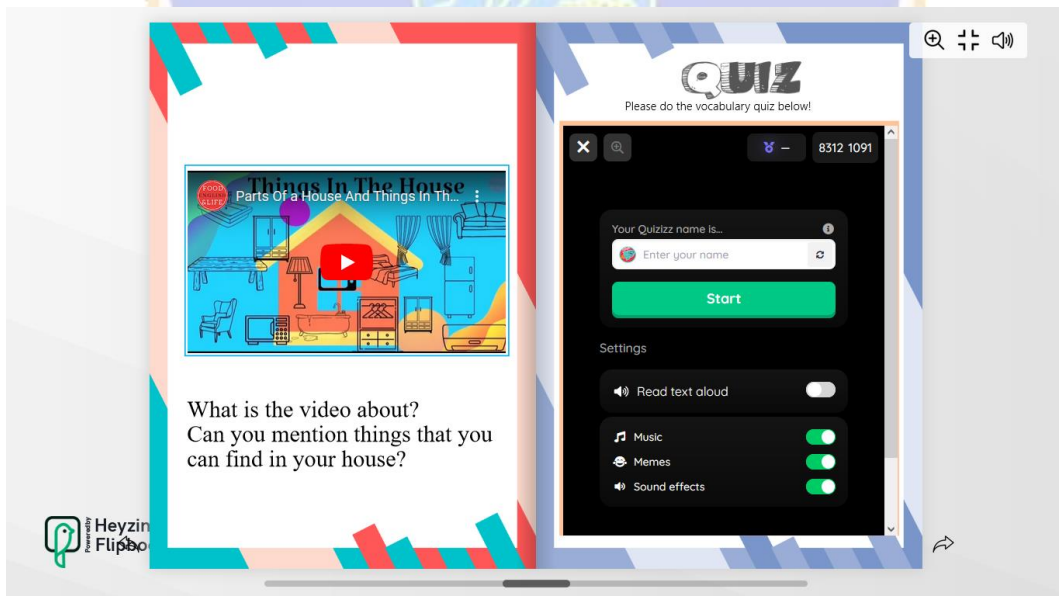
Appendix 5. The ICT-based Supplementary Reading Materials after Revision





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My House

TEST

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Read text aloud

Music

Memes

Sound effects

My house is located right next to the rice field which makes the atmosphere of my house cool and far from the crowd. My house is green and has two floors. My house fence is made of brown stone fence. In front of my house there is a small fish pond with a tiny fountain right in the middle of the pond. There are many fish that became my father's pet. Around the terrace of my house, both the front, side and back terraces, there are many beautiful flowers arranged neatly by my mother. Usually my mother will water the plants every morning and evening.

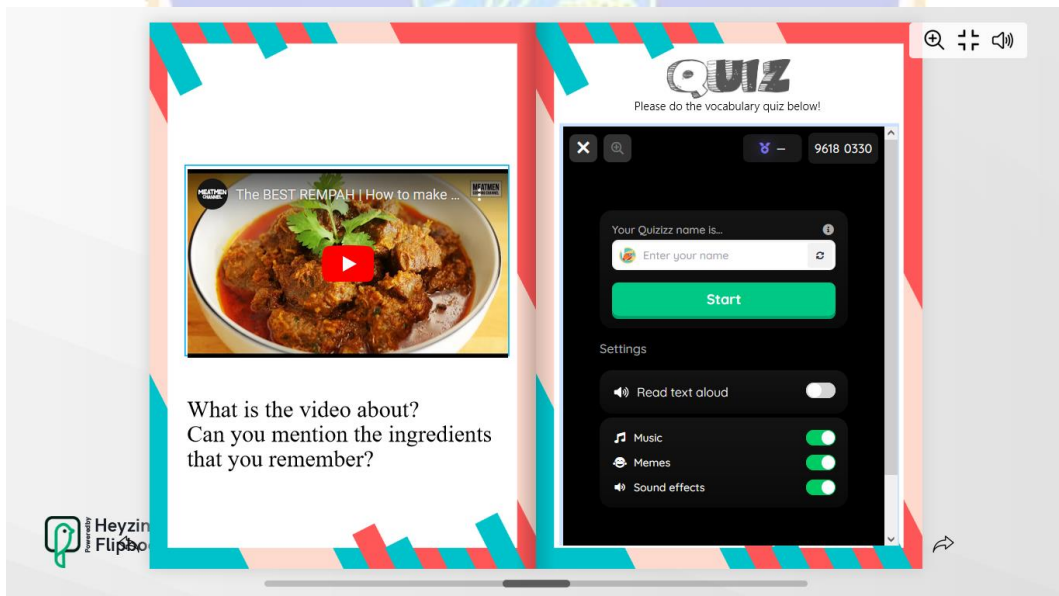
In my house there are 10 rooms, namely there are 4 bedrooms, 2 bedrooms on the 2nd floor and 1 other bedroom on the lower floor. On the 1st floor of the house besides the 2 bedrooms there is 1 living room, 1 family room, 1 dining room, 1 kitchen and 2 bathrooms. The four bedrooms in my house have their own names. Mom and Dad's room is neat and very clean, it's quite simple inside, there's only a bed and 3 cupboards. It is unlike the children's room. My older sister's room is purple. Her room is full of Korean K-POP kawaii-kawaii.

My younger brother's room was white. It is filled with motorcycles and toy cars. Meanwhile, my room is painted in cream colors with yellow nuances because there are lots of sunflower kawaii-kawaii flowers that I really like. Apart from the bedroom, the living room and family room are also places that I really enjoy. In the living room there is a cupboard filled with my family's works, such as my father's manuscripts and my brother's and my self paintings. Meanwhile, in the family room there is a television equipped with speakers and a mic. Usually my family will gather and sing together in the room.

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How to Cook Rendang

Rendang is one of Indonesian dishes which is famous for its delicacy. Rendang is a meat dish originating from Minangkabau, West Sumatra, Indonesia. The process of cooking rendang at low temperature for a long time, using coconut milk and a variety of Indonesian spices which are slightly spicy makes rendang delicious and has a distinctive taste. The cooking process takes so long that it produces tender beef rendang and the spices seep into the meat. Rendang is also known as a long-lasting food that can last for weeks. So, rendang is suitable for use in winter, even the longer it is, the tastier it will be. So that rendang is often used as food aid for victims of natural disasters because of its durability and nutritional content.

To cook rendang, various ingredients and seasonings are needed. The ingredients and seasonings are:

Ingredients:

- 1 kg of beef thigh
- 2500 ml of coconut milk
- 3 stalks of lemon grass, crushed
- 8 pieces of lime leaves
- 5 bay leaves

Spice:

- 250 grams of curly red chili and cayenne
- 250 gr shallots
- 8 cloves of garlic
- 1 tsp nutmeg
- 1 tsp fennel
- 1 gram of nutmeg

How to make:

1. Cut the beef approximately 1 kg into 20 pieces.
2. Put the coconut milk into the pan, add the lemon grass, lime leaves, bay leaves and ground spices. Cook over low heat while continuing to stir slowly, which is done like someone who is scooping water. Coconut milk is stirred on the surface, takes little by little with a ladle. Do this until it boils for about 15 minutes.
3. Then, put the meat into the boiling coconut milk, stir, reduce the heat. Add salt and sugar to taste. Cook until coconut milk thickens, stir so it doesn't burn.
4. Continue to cook over low heat until the rendang is dry and oily.
5. Rendang is ready to be served.

TEST

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Your Quizizz name is...

Enter your name

Start

Settings

Read text aloud

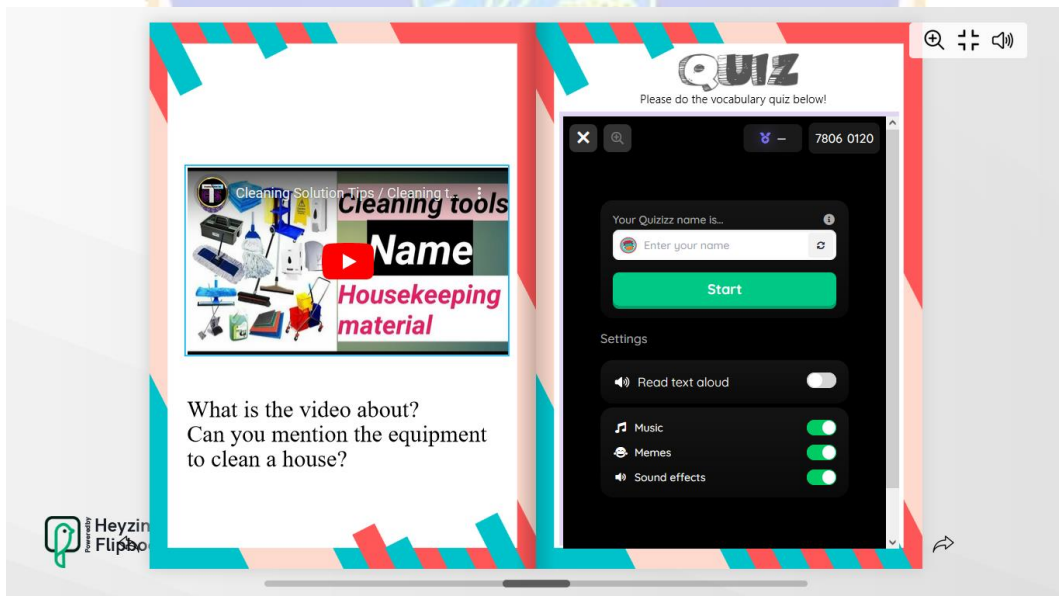
Music

Memes

Sound effects

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How to Clean the House Effectively



To clean the house effectively and efficiently, you need to determine the system. Here are some steps to clean the house to create a healthy and comfortable environment. First, make a weekly or monthly schedule for cleaning the house so that you and your family can understand their responsibilities by adjusting the time you have. With a regular schedule, you can avoid piling up difficult homework later on. Second, prepare quality cleaning supplies. Using the right cleaning supplies will help you clean your home more effectively and efficiently. You don't need equipment that is too sophisticated and expensive, the important thing is that it can make it easier for you to clean your house properly. Third, when cleaning, focus on one area at the same time so that the cleaning process is efficient. By focusing on one area, you can clean more thoroughly and speed things up. When cleaning a room, start by cleaning the top of the house first such as ceilings, lights and fans, then continue by cleaning the walls and doors. The dust that falls will be easily swept and mopped later so that the cleaning process will be easier.

Clean the dust on furniture and display using a rag or duster until the dust falls to the floor. After that, it will be easier for you to sweep the floor and clean it thoroughly. If you want maximum results, you can use a microfiber cloth to clean the dust from the sides and corners. After all the dust has been cleaned from top to bottom and done thoroughly in all rooms in a clockwise direction, sweep the floors in all corners of the house. You can start by making a floor cleaning route from the deepest room of the house and leading to the kitchen or backyard so you don't go back and forth. After sweeping, you can mop the entire floor with water that has been added with floor cleaning liquid for maximum clean results. Besides being able to remove the dust that is left behind, the floor becomes less sticky and feels rougher.

After the inside of the house is clean, don't forget to clean the outside areas of the house such as the terrace, yard and driveway after cleaning the inside of the house. Garbage and dust that has been cleaned will end up in the trash. You have to regularly dispose of the trash at home by collecting it in a trash bag and throwing it in a landfill. To make cleaning easier, select and sort organic and non-organic waste to make it easier to process waste at landfills. After cleaning all areas of the house, make sure you put clothes and furniture back in their original locations.

TEST


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Your Quiz name is...

Start

Settings

- Read text aloud
- Music
- Memes
- Sound effects



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