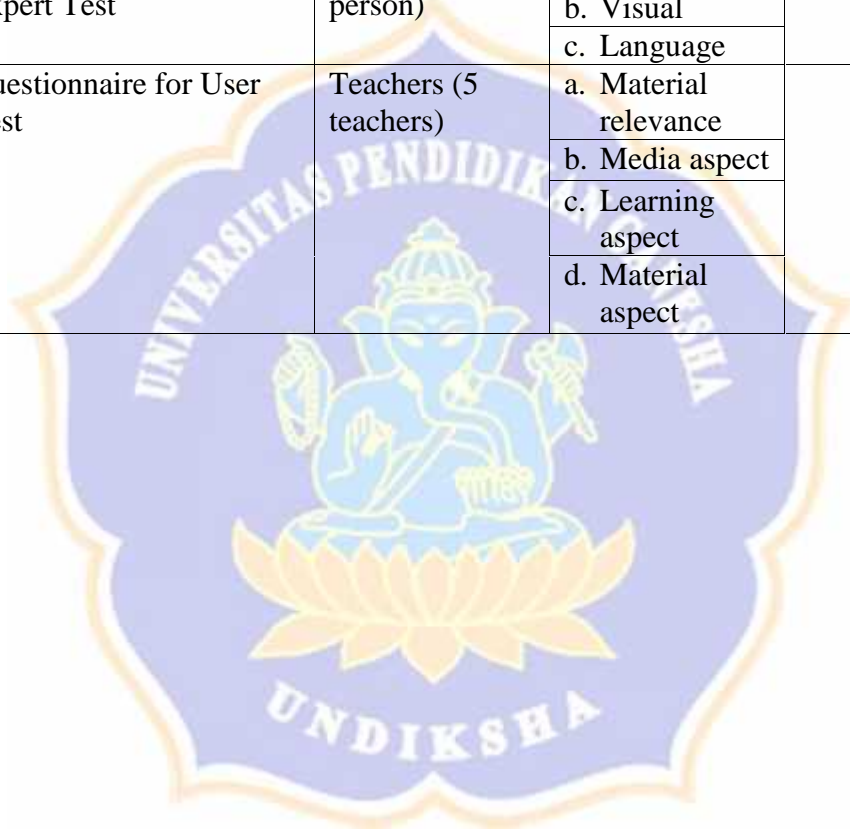


### Blue Print of Questionnaire

No	Name of Instrument	Respondents	Criteria	Total
1.	Questionnaire of Content Expert Test in Teaching Script	Content expert (1 person)	a. Content relevance	
			b. Language	
			c. Material presentation (Questioning skill)	
2.	Questionnaire of Media Expert Test	Media expert (1 person)	a. Audio	
			b. Visual	
			c. Language	
3.	Questionnaire for User Test	Teachers (5 teachers)	a. Material relevance	
			b. Media aspect	
			c. Learning aspect	
			d. Material aspect	



Content Expert Questionnaire

No	Indikator	Skor	
		Relevant	Irrelevant
<b>Komponen Keterampilan Bertanya</b>			
<b>Keterampilan Bertanya Dasar</b>			
1.	Pengungkapan pertanyaan secara singkat dan jelas		
2.	Pemberian acuan sebelum memberikan pertanyaan		
3.	Pemberian pemusatan yang diawali dengan pertanyaan berfokus luas ke pertanyaan berfokus sempit		
4.	Pemberian pemindah giliran		
5.	Pemberian penyebaran		
6.	Pemberian waktu berpikir		
7.	Pemberian tuntunan		
<b>Keterampilan Bertanya Lanjut</b>			
8.	Pengubahan tuntutan tingkat kognitif dalam menjawab pertanyaan		
9.	Pengaturan urutan pertanyaan		
10.	Penggunaan pertanyaan pelacak		
11.	Peningkatan adanya interaksi antara guru dan murid dalam tanya-jawab		

Media Expert Questionnaire

No	Indikator	Skor	
		Relevant	Irrelevant
<b>A</b>	<b>Audio</b>		
	1. Kualitas manusia (dialog/narasi/suara)		
	2. Kualitas dan variasi sound effect/Fk		
	3. Variasi fungsi audio (musik latar, transisi, dll)		
<b>B</b>	<b>Visual</b>		
	1. Kualitas pemain/objek		
	2. Variasi setting		
	3. Kualitas properti (keterkaitan properti dan setting, serta objek)		
	4. Kualitas lighting/pencahayaan		
	5. Variasi ukuran visual/shoot		
	6. Variasi gerakan visual objek dan kamera		
	7. Kualitas gambar/video		
	8. Kualitas preloader (video pembuka)		
	9. Kualitas efek visual (transisi dan animasi)		
	10. Variasi sudut pengambilan gambar		
	11. Kualitas warna/pengaturan warna		
	12. Hubungan video, narasi dan musik latar		
13. Kualitas video penutup			
<b>C</b>	<b>Bahasa</b>		
	1. Kebakuan bahasa yang digunakan.		

	2. Kefektifan kalimat yang digunakan.		
	3. Kejelasan dan kelengkapan informasi yang digunakan.		

### User Test Questionnaire

No	Indikator	Skor	
		Relevan	Irrelevant
1.	Kesesuaian guru model dalam video dengan kebutuhan pengguna		
2.	Kesesuaian isi mata pelajaran dalam video dengan kebutuhan pengguna		
3.	Kesesuaian tingkat/karakteristik siswa model dalam video dengan kebutuhan pengguna		
4.	Kesesuaian pengguna bahasa pengantar dengan kebutuhan pengguna		
5.	Media pembelajaran mudah digunakan		
6.	Kejelasan paparan materi		
7.	Kemenarikan animasi		
8.	Materi yang disajikan mudah dipahami		
9.	Memberikan motivasi dalam belajar		
10.	Memberikan kesempatan belajar sesuai dengan kecepatan pengguna		
11.	Kejelasan ilustrasi/simulasi yang diberikan		
12.	Daya dukung musik		
13.	Kejelasan suara/narasi		

**KUISIONER (AHLI ISI)**

Kuisisioner ini merupakan kuisisioner untuk menilai komponen-komponen keterampilan mengajar yang ditampilkan dalam bentuk video pembelajaran. Silakan beri tanda centang (V) pada skor (relevant, irrelevant) di kolom sebelah yang mewakili penilaian Anda terhadap pernyataan-pernyataan tersebut.

NO	INDIKATOR	SKOR	
		Relevant	Irrelevant
<b>KOMPONEN KETERAMPILAN BERTANYA</b>			
<b>Keterampilan Bertanya Dasar</b>			
1.	Pengungkapan pertanyaan secara singkat dan jelas		
2.	Pemberian acuan sebelum memberikan pertanyaan		
3.	Pemberian pemusatan yang diawali dengan pertanyaan berfokus luas ke pertanyaan berfokus sempit		
4.	Pemberian pemindah giliran		
5.	Pemberian penyebaran		
6.	Pemberian waktu berpikir		
7.	Pemberian tuntunan		
<b>Keterampilan Bertanya Lanjut</b>			
8.	Pengubahan tuntutan tingkat kognitif dalam menjawab pertanyaan		
9.	Pengaturan urutan pertanyaan		
10.	Penggunaan pertanyaan pelacak		
11.	Peningkatan adanya interaksi antara guru dan murid dalam tanya-jawab		
<b>JUMLAH</b>			

**Saran :**

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Singaraja, ..... 2019

Penilai,

NIP.

## KUISIONER (AHLI MEDIA)

Kuisisioner ini merupakan kuisisioner untuk menilai komponen-komponen media yang ada pada video pembelajaran keterampilan bertanya. Silakan beri tanda centang (V) pada skor (relevant, irrelevant) di kolom sebelah yang mewakili penilaian Anda terhadap pernyataan-pernyataan tersebut.

NO	KOMPONEN	INDIKATOR	SKOR	
			Relevant	Irrelevant
1.	Audio	Kualitas manusia (dialog/narasi/suara)		
		Kualitas dan variasi sound effect/Fk		
		Variasi fungsi audio (musik latar, transisi, dll)		
2.	Visual	Kualitas pemain/objek		
		Variasi setting		
		Kualitas properti (keterkaitan properti dan setting, serta objek)		
		Kualitas lighting/pencahayaan		
		Variasi ukuran visual/shoot		
		Variasi gerakan visual objek dan kamera		
		Kualitas gambar/video		
		Kualitas preloader (video pembuka)		
		Kualitas efek visual (transisi dan animasi)		
		Variasi sudut pengambilan gambar		
		Kualitas warna/pengaturan warna		
		Hubungan video, narasi dan musik		

		latar		
		Kualitas video penutup		
3.	Bahasa	Kebakuan bahasa yang digunakan.		
		Kefektifan kalimat yang digunakan.		
		Kejelasan dan kelengkapan informasi yang digunakan.		
<b>JUMLAH</b>				

**Saran :**

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Singaraja, ..... 2019

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### KUISIONER (AHLI MEDIA)

Kuisisioner ini merupakan kuisisioner untuk menilai komponen-komponen media yang ada pada video pembelajaran keterampilan bertanya. Silakan beri tanda centang (V) pada skor (relevant, irrelevant) di kolom sebelah yang mewakili penilaian Anda terhadap pernyataan-pernyataan tersebut.

NO	KOMPONEN	INDIKATOR	SKOR	
			Relevant	Irrelevant
1.	Teks	Kesesuaian porsi teks		
		Kejelasan teks		
		Kesesuaian tipe, ukuran, style dan warna teks		
		Kesesuaian perataan teks		
2.	Grafik	Ketepatan foto dan ikon dengan materi		
		Kesesuaian foto dan ikon dengan media		
		Kualitas setiap foto dan ikon		
		Kemudahan dalam memahami materi melalui foto dan ikon		
		Kemampuan memotivasi melalui setiap gambar, foto dan ikon		
3.	Audio	Ketepatan audio dengan materi		
		Keserasian audio, uraian dan dialog dengan teks dan grafik		
		Kesesuaian penggunaan musik dan sound effect		
		Kemudahan memahami materi melalui musik dan sound effect		
		Keterjaminan kualitas musik dan sound effect yang digunakan		
		Kejelasan setiap unsur audio		
		Kejelasan suara narator		
4.	Animasi	Kesesuaian animasi dengan materi		
		Kesesuaian uraian animasi dengan materi		
		Kemudahan dalam memahami materi lewat animasi		
		Kualitas animasi		
5.	Kualitas Fisik Kemasan	Kejelasan tampilan kemasan dalam bentuk CD (Compact Disk)		
		Kualitas cover CD		
		Kesesuaian judul dan sasaran		
<b>JUMLAH</b>				



**Saran :**

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## Content Expert Judgement Sheet

This questionnaire is a questionnaire to assess the content of the instructional video. Please put a (✓) in the column on the right side that represents your assessment of the video through the components below.



**Comments:**

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No.	Components	Sub-components	Score				
			NR			R	
			1	2	3	4	5
1.	Principle	Being warm and enthusiastic					
		Not to repeat either own answer or students' answer					
		Not to give question that invite answer from the whole class					
		Not to ask more than one question simultaneously					
		Not to point a student before giving a question					
2.	Basic Questioning	Expressing the question					
		Focusing					
		Distribution					
		Redirecting					
		Thinking time					
		Prompting					
3.	Further Questioning	Cognitive stages question arrangement					
		Simple to complex question arrangement					
		Probing Question					
		Teacher-students interaction maintenance					
<b>TOTAL</b>							

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## Media and Design Expert Judgement Sheet

This questionnaire is a questionnaire to assess the components in the design of the instructional video. Please put a (✓) in the column on the right side that represents your assessment of the video through the components below.

NO	COMPONENT	INDICATORS	NR			R	
			1	2	3	4	5
1	Text	Appropriateness portion of text					
		Text readability					
		Suitability type of the text					
		Suitability size of the text					
		Suitability style of the text					
		Suitability of colour of the text					
		Appropriateness of text levelling					
2	Graphic	Pictures accuracy, graphic, symbol, photo and icon					
		appropriateness of picture, graphic, symbol, photo and icon					
		Appropriateness quality in every of picture, graphic, symbol, photo and icon					
		ease in understanding the material through picture, graphic, symbol, photo and icon					
3	Audio	Accuracy of the audio with the theory					
		harmony of the audio with the dialogue, text and graphic					
		Appropriateness of music and sound effect					
		Clarity of every audio element					
		Clarity of the narrator's voice					
4	Animation	Appropriateness of the animation with the theory					
		Ease in understanding the theory through animation					
		The quality of animation					
<b>TOTAL</b>							

**Comments:**

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## User Judgement Sheet

This questionnaire is a questionnaire to assess the instructional video for the users. Please put a (✓) in the column on the right side that represents your assessment of the video through the components below.

Information:

5 = Very Good

4 = Good

3 = Fair

2 = Poor

1 = Very Poor

NO	INDICATOR	NR			R	
		1	2	3	4	5
<b>Content Quality</b>						
1.	Teacher model appropriateness to user's needs					
2.	Content appropriateness to the user's needs					
3.	Students appropriateness to the user's needs					
4.	Language appropriateness to the user's needs					
<b>Media and Design Quality</b>						
5.	Ease of media use					
6.	Clarity of material presentation					
7.	Attractive animation					
8.	Ease of material comprehension					
9.	Motivated the students					
10.	Give chances in learning based on their ability					
11.	Illustration/ simulation clarity					
12.	Attractive images					
13.	Attractive product package					
14.	Music sustainability					
15.	Clarity of narration					

**Comments:**

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NIP.



## Teaching Script Validation Sheet

### Basic Questioning Skills for Elementary

Teaching script	Components	Topic/level	Relevance		Comment
			R	NR	
<ol style="list-style-type: none"> <li>1. Students, have you get sick before?</li> <li>2. Students, do you have hobby?</li> </ol>	Expressing the question	<ol style="list-style-type: none"> <li>1. Disease /4</li> <li>2. Hobbies/5</li> </ol>			
<ol style="list-style-type: none"> <li>1. During summer, at last holiday, I usually bought an ice cream everyday with my friend. I didn't know that habit will make me toothache. My tooth should be revoked. Do you have that kind of experience too? Yes, you please.</li> <li>2. This morning, I wake up at 6 am. After wake up, I wash my face. Then, I go to the market with my mom. Do you have that kind of experience too? Yes, you please.</li> </ol>	Focusing	<ol style="list-style-type: none"> <li>1. Disease /4</li> <li>2. Daily activity /5</li> </ol>			
<ol style="list-style-type: none"> <li>1. Does anybody else want to share your experience?</li> <li>2. Does anybody else want to spell word "meatball"?</li> </ol>	Distribution	<ol style="list-style-type: none"> <li>1. Disease /4</li> <li>2. Foods and drinks/ 5</li> </ol>			
<ol style="list-style-type: none"> <li>1. From your friend's experience, what makes them got toothache?</li> <li>2. From your friend's experience, why</li> </ol>	Redirecting	<ol style="list-style-type: none"> <li>1. Disease /4</li> <li>2. Direction/6</li> </ol>			

she doesn't like durian?					
<ol style="list-style-type: none"> <li>1. Great, who else?</li> <li>2. Great, who wants to add the other seasons?</li> </ol>	Thinking time	<ol style="list-style-type: none"> <li>1. Disease /4</li> <li>2. Holiday (weather and season) /6</li> </ol>			
<ol style="list-style-type: none"> <li>1. Have you finished arranged the pictures? Who wants to say the right answers? Arrange from the first until the last. (no one answering) Okay. The first answer is picture 4</li> <li>2. Have you finished arranged the pictures? Who wants to say the right answers? (no one answering) Okay. The first answer is picture 2, in the morning at 7 o'clock</li> </ol>	Prompting	<ol style="list-style-type: none"> <li>1. Disease /4</li> <li>2. Times/ 5</li> </ol>			

Singaraja, Juli 2019

Dr. I. GA. Lokita Purnamika Utami, S.Pd,  
M.Pd.

### Further Questioning Skills for Elementary

Teaching script	Components	Topic/level	Relevance		Comment
			R	NR	
1. There are some kinds of disease. First is toothache, stomachache, fever, cough, etc. students, anybody can to retell the kinds of disease? 2. Times are divided into four, morning, afternoon, evening, and night. Students, anybody can to retell the times?	Arrange the question	1. Disease/4 2. Times/5			
1. What kind of activity that you do every day? 2. Where are you go during holiday?	Organize the question	1. Daily activity/5 2. Holiday/6			
1. Do you agree with his opinion?	Probing	1. Foods and drinks/5 2. Hobbies/5			
	Teacher-students	1. Holiday/ 6			

	interaction				
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Singaraja, Juli 2019

Dr. I. GA. Lokita Purnamika Utami, S.Pd,  
M.Pd.



## Teaching Script Validation Sheet

### Basic Questioning Skills for Elementary

Teaching script	Components	Topic/level	Relevance		Comment
			R	NR	
<p>3. Students, have you get sick before?</p> <p>4. Students, do you have hobby?</p>	Expressing the question	<p>3. Disease /4</p> <p>4. Hobbies/5</p>			
<p>3. During summer, at last holiday, I usually bought an ice cream everyday with my friend. I didn't know that habit will make me toothache. My tooth should be revoked. Do you have that kind of experience too? Yes, you please.</p> <p>4. This morning, I wake up at 6 am. After wake up, I wash my face. Then, I go to the market with my mom. Do you have that kind of experience too? Yes, you please.</p>	Focusing	<p>3. Disease /4</p> <p>4. Daily activity /5</p>			
<p>3. Does anybody else want to share your experience?</p> <p>4. Does anybody else want to spell word "meatball"?</p>	Distribution	<p>3. Disease /4</p> <p>4. Foods and drinks/5</p>			
<p>3. From your friend's experience, what makes them got toothache?</p> <p>4. From your friend's experience, why</p>	Redirecting	<p>3. Disease /4</p> <p>4. Direction/6</p>			

she doesn't like durian?					
3. Great, who else? 4. Great, who wants to add the other seasons?	Thinking time	3. Disease /4 4. Holiday (weather and season) /6			
3. Have you finished arranged the pictures? Who wants to say the right answers? Arrange from the first until the last. (no one answering) Okay. The first answer is picture 4 4. Have you finished arranged the pictures? Who wants to say the right answers? (no one answering) Okay. The first answer is picture 2, in the morning at 7 o'clock	Prompting	3. Disease /4 4. Times/ 5			

Singaraja, Juli 2019

Luh Diah Surya Adnyani, S.Pd, M.Pd.

Further Questioning Skills for Elementary

Teaching script	Components	Topic/level	Relevance		Comment
			R	NR	
<p>3. There are some kinds of disease. First is toothache, stomachache, fever, cough, etc. students, anybody can to retell the kinds of disease?</p> <p>4. Times are divided into four, morning, afternoon, evening, and night. Students, anybody can to retell the times?</p>	Arrange the question	<p>3. Disease/4</p> <p>4. Times/5</p>			
<p>3. What kind of activity that you do every day?</p> <p>4. Where are you go during holiday?</p>	Organize the question	<p>3. Daily activity/5</p> <p>4. Holiday/6</p>			
<p>2. Do you agree with his opinion?</p>	Probing	<p>3. Foods and drinks/5</p> <p>4. Hobbies/5</p>			
	Teacher-students interaction	<p>2. Holiday/ 6</p>			

Luh Diah Surya Adnyani, S.Pd, M.Pd.





## TEACHING SCRIPT FOR BASIC QUESTIONING SKILLS

SCENE 1:

EXPRESSING THE QUESTION

Teacher: students, have you get sick before? (**expressing the question**)

Students: yes miss.

Teacher: what kinds?

Student 1: fever.

Teacher: else?

Student 2: stomachache miss

Teacher: okay, students. There are some varieties of disease.

SCENE 1:

EXPRESSING THE QUESTION

Teacher: students, do you have any hobby? (**expressing the question**)

Students: yes miss.

Teacher: what is your hobby?

Student 1: playing football.

Teacher: anything else?

Student 2: I like swimming miss

Teacher: okay, that's good answer. There are some kinds of hobby.

SCENE 2:

FOCUSING

Teacher: during summer, at last holiday, I usually bought an ice cream everyday with my friend. I didn't know that habit will make me toothache, that I needed to take my tooth out. Do you have that kind of experience too? Yes, you please. (**focusing**)

Teacher: students, have you ever got toothache in your life?

Students: yes miss

Teacher: how do you feel at the time?

Student 2: so painful miss

SCENE 2:

FOCUSING

Teacher: every morning, I wake up at 6 am. After waking up, I wash my face. Then, I go to the market with my mom. Do you have that kind of experience too? Students, who wants to tell me your daily activities? Yes, you please. (**focusing**)

Students: I miss. Every day I wake up at 05.30 am. Take a bath, breakfast and go to school

Teacher: how do you feel at the time?

Student 2: happy miss

SCENE 3:

DISTRIBUTION

Teacher: does anybody else want to share your experience? (**distribution**)

Student 3: I miss. A month ago I got toothache because I ate too much candy. So I must go to dentist.

Teacher: okay, good job.

Student 4: yes I do. I have the same experience. But, dentist just gave me some medicine.

Teacher: well, you have heard your friend's experience, right?

Student 5: yes miss

Teacher: good job

SCENE 3:

DISTRIBUTION

Teacher: does anybody else want to spell the word “meatball”? (**distribution**)

Student 3: I miss. M-e-t-b-o-l-l

Teacher: okay, it's that correct?

Student 4: no miss. That's wrong.

Teacher: if that is wrong, who wants to give the correct answer?

Student 5: I miss. M-e-a-t-b-a-l-l

Teacher: good job, dear.

SCENE 4:

REDIRECTING

Teacher: from your friend's experience, what makes them got toothache? (**redirecting**)

Student 8: candy

Teacher: Okay, is there any other opinion?

Student 9: also ice cream miss

Teacher: That's correct!

SCENE 4:

REDIRECTING

Teacher: from your friend's experience, why doesn't she like durian? (**redirecting**)

Student 8: she doesn't like durian because of the smell

Teacher: Okay, is there any other opinion?

Student 9: the thorns

Teacher: That's correct!

SCENE 5:

THINKING TIME

Teacher: okay students, there are some experiences about toothache. Can you tell me other cause of toothache?

Student 10: cavities

Teacher: great, who else? I'll give you a minute to think. **(thinking time)**

Student 11: toothache is caused by infection miss.

Teacher: good job students

SCENE 5:

THINKING TIME

Teacher: can you tell me how many seasons in Indonesia?

Student 10: two. One is rainy

Teacher: great, who wants to add the other season? I'll give you some time to think **(thinking time)**

Student 11: dry miss.

Teacher: good job students

SCENE 6:

PROMPTING

Teacher: next I will give you some pictures related to toothache. Please arrange the properly

Student 12: yes miss.

Teacher: have you finished arranging the pictures? Who wants to say the right answers? Arrange from the first until the last. (no one answering) Okay. The first picture is about someone eats candy too much. What picture is it? **(prompting)**

Student 13: I know, miss. It is number 4, the second is number 3, next is number 2, last is number 1.

Teacher: others?

Students: same miss.

Teacher: students, is that correct?

Students: yes miss.

Teacher: good job students.

SCENE 6:

PROMPTING

Teacher: next I will give you some pictures related to times. Please arrange become right one.

Student 12: yes miss.

Teacher: have you finished arranging the pictures? Who wants to say the right answers? (no one answering) Okay. The first picture is about someone wakes up and there is sun out of the window. **(prompting)**

Student 13: I know, miss. First is number 2, second is number 4, next is number 1, the last is number 3.

Teacher: others?

Students: same miss.

Teacher: students, is it right?

Students: yes miss.

Teacher: good job students.

## TEACHING SCRIPT FOR FURTHER QUESTIONING SKILLS

SCENE 1:

ARRANGE THE QUESTION

Teacher: There are some kinds of disease. First is toothache, stomachache, fever, cough, etc. students, anybody can retell the kinds of disease? (remembering)  
**(arrange the question)**

Students: yes miss. Toothache, stomachache, fever.

Teacher: is that complete?

Student 1: no.

Teacher: who can make it complete?

Student 2: there are 4. Toothache, stomachache, fever, and cough.

Teacher: okay, good answer students. There are some kinds of disease.

SCENE 1:

ARRANGE THE QUESTION

Teacher: times are divided into four, morning, afternoon, evening, and night.  
Students, anybody can retell the times? (remembering) **(arrange the question)**

Students: yes miss. Morning and night.

Teacher: is that correct?

Student 1: no miss

Teacher: okay the others?

Student 2: there are 4. Morning, afternoon, evening, night. .

Teacher: okay, good answer students. From now, you already know about times

SCENE 2:

ORGANIZE THE QUESTION

Teacher: what kind of activity that you do every day? **(organize the question)**

Students: wake up, eat, and take a bath.

Teacher: good students. What time do you do each of the activity? **(organize the question)**

Students: I miss. Every day I wake up at 6 o'clock. Take a bath at 7 o'clock and have my breakfast at 8 o'clock.

Teacher: others who wants to add?

Student 2: no miss

SCENE 2:

ORGANIZE THE QUESTION

Teacher: where do you go during holiday? (**organize the question**)

Students: come to grandpa's house.

Teacher: good students. What do you do during holiday? (**organize the question**)

Students: I miss. At grandpa's house I usually go to the river and fishing.

Teacher: others who wants to tell your activities during holiday?

Student 2: I miss. I usually go to Buyan lake with my family

Teacher: amazing students. Your holiday must be amazing

SCENE 3:

PROBING

Teacher: who knows the taste of coffee?

Student 3: I miss. Sweet miss

Teacher: I think coffee taste bitter. How do you say that it is sweet? (**probing**)

Student 3: because my mom always adds sugar in it

Teacher: yes, I guess that makes sense

SCENE 3:

PROBING

Teacher: try to guess. If someone like to go to kitchen, what is her/his hobby?

Student 3: I miss. Eating miss

Teacher: why do you say so? (**probing**)

Student 3: because I always go to the kitchen when I'm hungry.

Teacher: so, how about if I like cooking. Do you think it can be a reason too?

Student 3: yes, I think that could be too

Teacher: good job dear.

SCENE 4

TEACHER-STUDENTS INTERACTION

Teacher: Good morning students.

Students: Good morning, miss

Teacher: how are you today?

Students: fine. And you?

Teacher: I'm fine too, thank you. Hi students, it is our first meeting after holiday yeah. How about your holiday?

Student 4: fun miss

Student 5: boring miss

Teacher: you're all has different experience during holiday. This is related with our material today. Who can guess what the material?

Students: holiday miss.

Teacher: right. Today material is about holiday

