THE RELATIONSHIP BETWEEN BELIEFS IN THE IMPORTANCE OF SELF-QUESTIONING STRATEGY AND HIGH ORDER THINKING QUESTION PRODUCTIVITY

A THESIS

BY:
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ENGLISH EDUCATION DEPARTMENT GRADUATE SCHOOL WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY SURABAYA 2013
The Relationship between Beliefs in the Importance of Self-Questioning Strategy and High Order Thinking Question Productivity

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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, February 28, 2013

Setijawati (8212711008)
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ABSTRACT
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This study purposed to reveal the relationship between students’ beliefs in the importance of self-questioning strategy and their cognitive ability in generating high order thinking questions in reader-text transaction. The study was conducted at the seventeen students of fifth semester who learnt Reading IV subject as the highest level of reading subject in English syllabus at English Department of Faculty Teacher Teaching Training and Education Widya Mandala Catholic University Surabaya.

The Study employed quantitative research to reveal a relationship, its strength and significance. Six-scales of Likert questionnaire was applied to examine students’ beliefs in the importance of self-questioning strategy, while students’ generated questions were focused on the productivity of high order thinking (HOT) questions in text-reader transaction before, during and after reading.

Positive and negative beliefs underlied the discussion point of view and Spearman correlation result notified that there was no statistically significant correlation among the students’ beliefs in the importance of self-questioning strategy and HOT questions productivity. However, the result of Cohen’ effect size calculation on mean difference and standard deviation revealed that the relationship contributed highly practical significance.

The author recommended that beliefs in the importance of self-questioning strategy were better to teach since beliefs controlled the activation of students’ metacognitive and cognitive system to attain knowledge. Continuous practice in generating HOT questions was also highly recommended to evoke students’ strategic and critical thinking in comprehending beyond reading.
TABLE OF CONTENTS
# TABLE OF CONTENTS

| APPROVAL SHEET (I)               | i     |
| APPROVAL SHEET (II)             | ii    |
| STATEMENT OF AUTHENTICITY        | iii   |
| ACKNOWLEDGEMENT                 | v     |
| ABSTRACT                        | viii  |
| TABLE OF CONTENT                | x     |
| LIST OF TABLES                  | xiii  |
| LIST OF FIGURES                 | xv    |
| LIST OF APPENDICES              | xvi   |

## CHAPTER I

### INTRODUCTION

1.1 Background of the Study  1  
1.2 Research Questions  3  
1.3 Hypothesis  4  
1.4 Research Objectives  4  
1.5 Theoretical Framework  4  
1.6 Significance of the Study  5  
1.7 Scope and Limitation  5  
1.8 Definition of Key Terms  6  

## CHAPTER II

### REVIEW OF RELATED LITERATURE

2.1 The Reading Process  8  
2.1.1 Bottom-up Approach  8  
2.1.2 Top-down Approach  9  
2.1.3 The Interaction of Top-down and Bottom-up Approach  9  
2.2 Schemata Theory  9  
2.2.1 Type of Schemata  10  
2.3 The Concept of Reading Beliefs  11  
2.4 Metacognition Theory  12  
2.4.1 Model of Metacognition  13  
2.4.1.1 Metacognitive Knowledge  13  
2.4.1.2 Metacognitive Experience  14  
2.4.1.3 Goals or tasks  14  
2.4.1.4 Strategies  14  
2.5 Knowledge Domain  15  
2.5.1 Information  15  
2.5.2 Mental Procedure  15  
2.5.3 Psychomotor Procedures  16  
2.6 Cognitive System  17  
2.7 Reading Comprehension Level  20  
2.7.1 Literal Comprehension  20  
2.7.2 Interpretive Comprehension  21  
2.7.3 Applied Comprehension  21
2.8 Reading Strategy
   2.8.1 Self-questioning Strategy 22
2.9 Review of Related Studies 23

CHAPTER III
RESEARCH METHOD 27

3.1 Research Design 27
3.2 Subjects 27
3.3 Research Instruments 28
   3.3.1 Questionnaire 28
      3.3.1.1 Questionnaire Design 28
      3.3.1.2 Questionnaire Validity 30
      3.3.1.3 Questionnaire Reliability 30
   3.3.2 High Order Thinking (HOT) Question Productivity 30
3.4 Research Variables 31
3.5 Data Collection Procedures 31
3.6 Data Analysis Techniques 32
   3.6.1 The Analysis Technique of Students’ Beliefs Questionnaire 32
   3.6.2 The Analysis Technique of HOT Question Productivity 33
   3.6.3 The Correlation Analysis Technique 34
   3.6.4 The Effect Size Analysis Technique 35
3.7 Pilot Study 35
   3.7.1 Pilot Study Questionnaire Data Analysis 36
   3.7.2 Questionnaire Validity and Reliability Analysis 39
   3.7.3 The Revised Questionnaire Result 41

CHAPTER IV
RESULTS AND DISCUSSIONS 43

4.1 The Results of the Study 43
   4.1.1 Questionnaire Analysis 43
   4.1.2 HOT Question Productivity 46
      4.1.2.1 HOT Question Productivity Before Reading 46
      4.1.2.2 HOT Question Productivity During Reading 49
      4.1.2.3 HOT Question Productivity After Reading 51
   4.1.3 The Correlation between the Subjects’ Beliefs in
      the Importance of Self-Questioning Strategy and
      High Order Thinking Questions Productivity 54
      4.1.3.1 The Correlation between the Subjects’ Positive
         Beliefs in the Importance of SQ Strategy and
         HOT Question Productivity 54
      4.1.3.2 The Correlation between the Subjects’ Negative
         Beliefs in the Importance of SQ Strategy and
         HOT Question Productivity 56
   4.1.4 The Effect Size 57
4.2 Hypothesis Testing  
4.2.1.1 The Correlation between the Subjects’ Positive Beliefs  
In the Importance of SQ Strategy and  
HOT Questions Productivity  
4.2.1.2 The Correlation between the Subjects’ Negative Beliefs  
In the Importance of SQ Strategy and  
HOT Questions Productivity  
4.3 Discussion  

CHAPTER V  
CONCLUSION AND RECOMMENDATION  

5.1 Conclusion  
5.2 Recommendation  
  5.2.1 Learning Implication  
  5.2.2 For Further Research  

Bibliography  
Appendices  
The Writer’s Biography
LIST OF TABLES

2.1 The Cognitive Process of Remembering 17
2.2 The Cognitive Process of Understanding 18
2.3 The Cognitive Process of Applying 18
2.4 The Cognitive Process of Analyzing 18
2.5 The Cognitive Process of Evaluating 19
2.6 The Cognitive Process of Creating 19
3.1 The Questionnaire Specification 29
3.2 Template Table of Questions Generated by Subjects Before Reading 33
3.3 Template Table of Questions Generated by Subjects During Reading 34
3.4 Template Table of Questions Generated by Subjects After Reading 34
3.5 The Result of Pilot Test 36
3.6 Case Processing Summary 39
3.7 Reliability Statistics 39
3.8 Item Total Statistic of Subjects’ Beliefs in the Importance of SQ Strategy 40
3.9 Reliability Statistics for Reconstructed Questionnaire 41
3.10 Item-Total Statistics for Reconstructed Questionnaire 42
4.1 The Number of Questionnaire Subjects 43
4.2 The Questionnaire Data of the Subjects’ Beliefs in The Importance of Self-questioning Strategy 43
4.3 The Frequencies of Subjects’ Beliefs in the Importance of SQ Strategy 44
4.4 Descriptive Data of Subjects’ Beliefs in the Importance of SQ Strategy 44
4.5 Subjects’ Beliefs in the Importance of SQ Strategy 45
4.6 HOT Questions Generated by Subject with Positive Beliefs Before Reading 46
4.7 The Productivity of HOT Questions Generated by Subject with Positive Beliefs Before Reading 47
4.8 HOT Questions Generated by Subject with Negative Beliefs Before Reading 48
4.9 The Productivity of HOT Questions Generated by Subject with Negative Beliefs Before Reading 48
4.10 Hot Questions Generated by Subject with Positive Beliefs During Reading
4.11 The Productivity of HOT Questions Generated by Subject with Positive Beliefs During Reading
4.12 HOT Questions Generated by Subject with Negative Beliefs During Reading
4.13 The Productivity of HOT Questions Generated by Subject with Negative Beliefs During Reading
4.14 HOT Questions Generated by Subject with Positive Beliefs After Reading
4.15 The Productivity of HOT Questions Generated by Subject with Positive Beliefs After Reading
4.16 The Summary of HOT Questions Productivity from Subject with Positive Beliefs
4.17 The Descriptive Statistic of Total HOT Question Productivity From Subject with Positive Beliefs
4.18 HOT Questions Generated by Subject with Negative Beliefs After Reading
4.19 The Productivity of HOT Questions Generated by Subjects with Negative Beliefs in SQ Strategy After Reading
4.20 The Summary of HOT Questions Productivity from Subject with Negative Beliefs
4.21 The Descriptive Statistic of Total HOT Questions Productivity From Subject with Negative Beliefs
4.22 Descriptive Statistics of Subjects’ Positive Beliefs in the Importance of SQ Strategy and HOT Question Productivity
4.23 The Correlation between the Subjects’ Positive Beliefs in the Importance Of SQ Strategy and HOT Question Productivity
4.24 Descriptive Statistics of Subjects’ Negative Beliefs in the Importance of SQ Strategy and HOT Question Productivity
4.25 The Correlation between the Subjects’ Negative Beliefs in the Importance Of SQ Strategy and HOT Question Productivity
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Flavel’s Model of Metacognition</td>
<td>13</td>
</tr>
<tr>
<td>2.2</td>
<td>Three Categorical Level of ReQuest</td>
<td>20</td>
</tr>
<tr>
<td>3.1</td>
<td>The Research Design</td>
<td>27</td>
</tr>
<tr>
<td>4.1</td>
<td>Subjects’ Beliefs in the Importance of SQ Strategy</td>
<td>45</td>
</tr>
<tr>
<td>4.2</td>
<td>The Productivity of HOT Questions Generated by Subject with Positive Beliefs Before Reading</td>
<td>47</td>
</tr>
<tr>
<td>4.3</td>
<td>The Productivity of HOT Questions Generated by Subject with Negative Beliefs Before Reading</td>
<td>48</td>
</tr>
<tr>
<td>4.4</td>
<td>The Productivity of HOT Questions Generated by Subject with Positive Beliefs During Reading</td>
<td>49</td>
</tr>
<tr>
<td>4.5</td>
<td>The Productivity of HOT Questions Generated by Subject with Negative Beliefs During Reading</td>
<td>50</td>
</tr>
<tr>
<td>4.6</td>
<td>The Productivity of HOT Questions Generated by Subject with Positive Beliefs After Reading</td>
<td>51</td>
</tr>
<tr>
<td>4.7</td>
<td>The Productivity of HOT Questions Generated by Subject with Negative Beliefs After Reading</td>
<td>53</td>
</tr>
<tr>
<td>4.8</td>
<td>The Scatter Diagram of Subjects’ Positive Beliefs in the Importance of SQ Strategy and HOT Question Productivity</td>
<td>55</td>
</tr>
<tr>
<td>4.9</td>
<td>The Scatter Diagram of Subjects’ Negative Beliefs in the Importance of SQ Strategy and HOT Question Productivity</td>
<td>57</td>
</tr>
</tbody>
</table>
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Research Instrument of Students’ Beliefs in the Importance of Self-Questioning Strategy</td>
<td>71</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Reading Text Adapted From IELT Practice Test</td>
<td>74</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Research Instrument of A Form to Collect HOT Question Productivity Before Reading</td>
<td>75</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Research Instrument of B Form to Collect HOT Question Productivity During Reading</td>
<td>76</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Research Instrument of C Form to Collect HOT Question Productivity After Reading</td>
<td>77</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>The Subjects’ Responses on Beliefs of SQ Strategy Questionnaire</td>
<td>78</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Descriptive Analysis of Subject’s Questionnaire Data From the Output of SPSS Version 20</td>
<td>79</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>The Data of Subjects’ Questions Generated Before Reading</td>
<td>82</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>The Data of Subjects’ Questions Generated During Reading</td>
<td>84</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>The Data of Subjects’ Questions Generated After Reading</td>
<td>85</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>The Pilot Questionnaire</td>
<td>89</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>The Pilot Students’ Responses on Pretested Questionnaire</td>
<td>92</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Descriptive Result of Pilot Test From SPSS Version 20</td>
<td>93</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Rubrics to Evaluate Students’ Generated Questions</td>
<td>97</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Questionnaire Data of ID 1 Subject with Positive Beliefs in SQ Strategy</td>
<td>99</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>HOT Questions Generated by Subject with Positive Beliefs of ID No.1 Before, During and After Reading</td>
<td>102</td>
</tr>
<tr>
<td>Appendix 17</td>
<td>Questionnaire Data of ID 14 Subject with Negative Beliefs in SQ Strategy</td>
<td>105</td>
</tr>
<tr>
<td>Appendix 18</td>
<td>HOT Questions Generated by Subject with Negative Beliefs of ID No.14 Before, During and After Reading</td>
<td>108</td>
</tr>
</tbody>
</table>