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

A THESIS

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The Relationship between Beliefs in the Importance of Self-Questioning Strategy and High Order Thinking Question Productivity

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APPROVAL SHEET

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This thesis entitled **The Relationship between Beliefs in Self-Questioning Strategy and High Order Thinking Question Productivity** prepared and submitted by Setijawati (8212711008) has been approved to be examined by the Advisor.

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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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ACKNOWLEDGEMENTS

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ABSTRACT

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Setijawati, 2013. *The Relationship between Beliefs in the Importance of Self-Questioning Strategy and High Order Thinking Questions Productivity* S-2 Thesis, The English Education Department Graduate School of Widya Mandala Catholic University Surabaya.

ABSTRACT

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.

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