

## APPENDIX 1

### Research Instrument of Students' Beliefs in the Importance of Self-Questioning Strategy

Name:

NRP:

#### QUESTIONNAIRE

Directions: Listed below are statements about what readers do to communicate with the reading text when they are reading. Six opinions follow each statement as the following discription.

“**Strongly dis**” (1) = I strongly disagree    “**Slightly agr**” (4) = I slightly agree

“**Disagree**” (2) = I disagree    “**Agree** “ (5) = I agree

“**Slightly dis**” (3) = I slightly disagree    “**Strongly agr**” (6) = I strongly agree

After reading each statement, cross (X) the number that represents your opinion.

Please note that there are **NO RIGHT OR WRONG OPINION**.

1. I focus my thought answering questions such as : “What have I understood about the author’s purpose of writing this text ?”, “What main idea do I get from the text?”, “Does the author’s message make sense to me?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	(5)	(6)

2. When I read I ask myself questions such as ”What have I already known about this title?“, “What do I predict about the reading topic?“,” How is my experience about the topic ?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	(5)	(6)

3. Questioning the reading text makes me understand more about the text.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	(5)	(6)

4. The first time I read a text, I ask myself questions such as “What is the title about ?” “What will the text explain to me ?”,”Why am I reading this?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	(5)	(6)

5. When I read the title of the text , I ask myself “ What knowledge and experience of reading topic do I have?” .

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

6. I predict the reading topic by questioning myself such as “ What does the author want to tell me?”, “What ideas are important for me to understand ?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

7. I feel challenged to keep reading and find answers of my questions such as “ Is my prediction about the author’s ideas correct ?” and “ Are the author’s purposes in writing the text the same as what I thought before ?”

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

8. During reading, I find the answer of my questions such as “ Do I agree with the author’s ideas”, “ Why do I agree with the author?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

9. After I read several paragraphs, I check my text understanding by asking questions such as “Does the author explain the same ideas as my prediction?”, ”Are the author’s purposes the same as my prediction?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

10. I will revise my predictions if it is different from the author’s ideas.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

11. After I finish reading, I question myself such as “Can I summarize the author’s message and purpose with my own words ?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

12. If I have difficulty to conclude the author’s message , I will question myself what makes me difficult in summarizing the author’s message.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

13. If I disagree with the author's message , I question myself which idea of the author does not make sense to me and what other reading text I should read to support my disagreement.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

14. To make me understand the author's message , I will find more information about the topic in other sources such as internet or books.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

15. After I find the reasons that support my disagreement, I ask myself "Do I comprehend the text better now?", "Do I get new knowledge from the reading topic?".

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

## APPENDIX 2

### Reading Text adapted from IELT Practice Tests written by Morgan Terry (2007)

# *A song on the brain*

*Some songs just won't leave you alone. But this may give us clues  
about how our brain works*

- A** Everyone knows the situation where you can't get a song out of your head. You hear a pop song on the radio – or even just read the song's title – and it haunts you for hours, playing over and over in your mind until you're heartily sick of it. The condition now even has a medical name – 'song-in-head syndrome'.
- B** But why does the mind annoy us like this? No one knows for sure, but it's probably because the brain is better at holding onto information than it is at knowing what information is important. Roger Chaffin, a psychologist at the University of Connecticut says, 'It's a manifestation of an aspect of memory which is normally an asset to us, but in this instance it can be a nuisance.'
- C** This eager acquisitiveness of the brain may have helped our ancestors remember important information in the past. Today, students use it to learn new material, and musicians rely on it to memorise complicated pieces. But when this useful function goes awry it can get you stuck on a tune. Unfortunately, superficial, repetitive pop tunes are, by their very nature, more likely to stick than something more inventive.
- D** The annoying playback probably originates in the auditory cortex. Located at the front of the brain, this region handles both listening and playback of music and other sounds. Neuroscientist Robert Zatorre of McGill University in Montreal proved this some years ago when he asked volunteers to replay the theme from the TV show *Dallas* in their heads. Brain imaging studies showed that this activated the same region of the auditory cortex as when the people actually heard the song.
- E** Not every stored musical memory emerges into consciousness, however. The frontal lobe of the brain gets to decide which thoughts become conscious and which ones are simply stored away. But it can become fatigued or depressed, which is when people most commonly suffer from song-in-head syndrome and other intrusive thoughts, says Susan Ball, a clinical psychologist at Indiana University School of Medicine in Indianapolis. And once the unwanted song surfaces, it's hard to stuff it back down into the subconscious. 'The more you try to suppress a thought, the more you get it,' says Ball. 'We call this the pink elephant phenomenon. Tell the brain not to think about pink elephants, and it's guaranteed to do so,' she says.
- F** For those not severely afflicted, simply avoiding certain kinds of music can help. 'I know certain pieces that are kind of "sticky" to me, so I will not play them in the early morning for fear that they will run around in my head all day,' says Steven Brown, who trained as a classical pianist but is now a neuroscientist at the University of Texas Health Science Center at San Antonio. He says he always has a song in his head and, even more annoying, his mind never seems to make it all the way through. 'It tends to involve short fragments between, say, 5 or 15 seconds. They seem to get looped, for hours sometimes,' he says.
- G** Brown's experience of repeated musical loops may represent a phenomenon called 'chunking', in which people remember musical phrases as a single unit of memory, says Caroline Palmer, a psychologist at Ohio State University in Columbus. Most listeners have little choice about what chunks they remember. Particular chunks may be especially 'sticky' if you hear them often or if they follow certain predictable patterns, such as the chord progression of rock 'n' roll music. Palmer's research shows that the more a piece of music conforms to these patterns, the easier it is to remember. That's why you're more likely to be haunted by the tunes of pop music than by those of a classical composer such as J.S. Bach.
- H** But this ability can be used for good as well as annoyance. Teachers can tap into memory reinforcement by setting their lessons to music. For example, in one experiment students who heard a history text set as the lyrics to a catchy song remembered the words better than those who simply read them, says Sandra Calvert, a psychologist at Georgetown University in Washington DC.
- I** This sort of memory enhancement may even explain the origin of music. Before the written word could be used to record history, people memorised it in songs, says Leon James, a psychologist at the University of Hawaii. And music may have had an even more important role. 'All music has a message,' he says. 'This message functions to unite society and to standardise the thought processes of people in society.'





**APPENDIX 5**

**Research Instrument of C form  
to Collect HOT Question Productivity  
After Reading**

**C**

Name :

NRP:

After reading the whole reading text , please write any questions that make you curious to know more and predict your answer . You have FIVE (5) MINUTES to complete this activity. **YOU MAY WRITE IN BAHASA INDONESIA.**

No	Questions		The answers	

## APPENDIX 6

### The Subjects' Responses on Beliefs of SQ Strategy Questionnaire

NO.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
1	5	5	5	5	3	5	5	5	5	5	5	5	5	3	3
2	5	6	5	5	6	6	2	3	5	5	2	5	6	6	5
3	5	4	5	6	3	3	3	5	4	4	4	4	6	5	5
4	5	4	5	2	4	5	5	3	3	4	5	6	6	2	5
5	6	4	5	4	5	6	4	4	5	3	3	2	2	3	5
6	5	3	2	6	4	3	3	5	2	2	3	2	2	2	2
7	4	5	5	4	3	4	4	5	4	4	4	4	4	5	4
8	6	5	2	5	2	6	6	2	2	5	6	2	2	1	6
9	4	3	5	4	4	5	2	5	5	5	5	3	4	5	4
10	4	3	4	4	5	5	2	5	5	5	5	4	3	5	5
11	6	4	6	5	2	5	2	5	3	3	4	4	5	5	5
12	4	5	6	3	5	5	4	5	4	4	3	4	4	5	5
13	5	4	4	5	5	5	4	5	4	4	4	4	5	4	4
14	4	4	6	2	4	3	3	5	2	6	4	1	2	4	6
15	5	4	2	4	4	4	5	5	2	4	3	5	4	2	4
16	5	4	5	4	4	5	5	4	4	4	4	4	4	3	5
17	5	4	3	4	5	6	5	5	2	3	4	3	1	6	4



## APPENDIX 7

### Descriptive Analysis of Subject's Questionnaire Data From the Output of SPSS version 20

#### 1. To build connection the reader and the text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	5	29.4	29.4	29.4
Valid 5	9	52.9	52.9	82.4
Valid 6	3	17.6	17.6	100.0
Total	17	100.0	100.0	

#### 2. To build connection the reader and himself

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	3	17.6	17.6	17.6
Valid 4	9	52.9	52.9	70.6
Valid 5	4	23.5	23.5	94.1
Valid 6	1	5.9	5.9	100.0
Total	17	100.0	100.0	

#### 3. To understand the text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	17.6	17.6	17.6
Valid 3	1	5.9	5.9	23.5
Valid 4	2	11.8	11.8	35.3
Valid 5	8	47.1	47.1	82.4
Valid 6	3	17.6	17.6	100.0
Total	17	100.0	100.0	

#### 4. To prepare thinking the content

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	11.8	11.8	11.8
Valid 3	1	5.9	5.9	17.6
Valid 4	7	41.2	41.2	58.8
Valid 5	5	29.4	29.4	88.2
Valid 6	2	11.8	11.8	100.0
Total	17	100.0	100.0	

#### 5. To activate prior knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	11.8	11.8	11.8
Valid 3	3	17.6	17.6	29.4
Valid 4	6	35.3	35.3	64.7
Valid 5	5	29.4	29.4	94.1
Valid 6	1	5.9	5.9	100.0
Total	17	100.0	100.0	

**6. To make prediction**

	Frequency	Percent	Valid Percent	Cumulative Percent
3	3	17.6	17.6	17.6
4	2	11.8	11.8	29.4
Valid 5	8	47.1	47.1	76.5
6	4	23.5	23.5	100.0
Total	17	100.0	100.0	

**7. To prepare to get engage**

	Frequency	Percent	Valid Percent	Cumulative Percent
2	4	23.5	23.5	23.5
3	3	17.6	17.6	41.2
Valid 4	4	23.5	23.5	64.7
5	5	29.4	29.4	94.1
6	1	5.9	5.9	100.0
Total	17	100.0	100.0	

**8. To monitor the understanding**

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	5.9	5.9	5.9
3	2	11.8	11.8	17.6
Valid 4	2	11.8	11.8	29.4
5	12	70.6	70.6	100.0
Total	17	100.0	100.0	

**9. To monitor prediction**

	Frequency	Percent	Valid Percent	Cumulative Percent
2	5	29.4	29.4	29.4
3	2	11.8	11.8	41.2
Valid 4	5	29.4	29.4	70.6
5	5	29.4	29.4	100.0
Total	17	100.0	100.0	

**10. To modify the incorrect prediction**

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	5.9	5.9	5.9
3	3	17.6	17.6	23.5
Valid 4	7	41.2	41.2	64.7
5	5	29.4	29.4	94.1
6	1	5.9	5.9	100.0
Total	17	100.0	100.0	

**11. To summarize the text**

	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	5.9	5.9	5.9
3	4	23.5	23.5	29.4
Valid 4	7	41.2	41.2	70.6
5	4	23.5	23.5	94.1
6	1	5.9	5.9	100.0
Total	17	100.0	100.0	

**12. To reflect the difficulty in summarizing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	5.9	5.9	5.9
2	3	17.6	17.6	23.5
3	2	11.8	11.8	35.3
4	7	41.2	41.2	76.5
5	3	17.6	17.6	94.1
6	1	5.9	5.9	100.0
Total	17	100.0	100.0	

**13. To evaluate the author**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	5.9	5.9	5.9
2	4	23.5	23.5	29.4
3	1	5.9	5.9	35.3
4	4	23.5	23.5	58.8
5	4	23.5	23.5	82.4
6	3	17.6	17.6	100.0
Total	17	100.0	100.0	

**14. To determine the need for further research**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	5.9	5.9	5.9
2	3	17.6	17.6	23.5
3	3	17.6	17.6	41.2
4	3	17.6	17.6	58.8
5	5	29.4	29.4	88.2
6	2	11.8	11.8	100.0
Total	17	100.0	100.0	

**15. To gain knowledge from the text**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	5.9	5.9	5.9
3	1	5.9	5.9	11.8
4	5	29.4	29.4	41.2
5	8	47.1	47.1	88.2
6	2	11.8	11.8	100.0
Total	17	100.0	100.0	

**Total Scores**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 46	1	5.9	5.9	5.9
56	1	5.9	5.9	11.8
57	1	5.9	5.9	17.6
58	1	5.9	5.9	23.5
60	1	5.9	5.9	29.4
61	1	5.9	5.9	35.3
63	2	11.8	11.8	47.1
64	4	23.5	23.5	70.6
66	3	17.6	17.6	88.2
69	1	5.9	5.9	94.1
72	1	5.9	5.9	100.0
Total	17	100.0	100.0	

## APPENDIX 8

### The Data of Subjects' Questions Generated Before Reading

Sub	The Questions Generated	
1	What does a song on the brain mean ? What clues does the brain give to our brain ?	LOT LOT
2	What is the meaning of a song on the brain?	LOT
3	How can a song easily remembered ? Why is only certain song easily remembered? What does a song on the brain mean?	HOT HOT LOT
4	What kind of song is explained ?	LOT
5	What is the title of the song ?	LOT
6	How can we stop “song in head syndrom”?	LOT
7	What does a song on the brain mean?	LOT
8	How do we know if we have “song in head syndrom”? What is the effect of “song in head syndrom”? How can a new song stick on our brain ? Does our brain remember music easily than lessons? How can the brain remember song lyric easily than grammar ?	LOT LOT HOT HOT HOT
9	What is the importance of song on the brain? What does a song on the brain mean? What are the importance of listening music?	LOT LOT
10	What does a song on the brain mean? What kind of songs are easily remembered by the brain? How can the brain remember and understand a song?	LOT LOT HOT
11	Why is there a relation between song and the brain? When do song effect the brain ?	HOT LOT
12	What does a “song in head syndrom “mean? How can the brain help our ancestor remember important information? What is chunking ?	LOT LOT LOT

13	<p>Is normal to have song on the brain?</p> <p>What kinds of music are easily remembered by the brain?</p> <p>Why does the brain memorize a song?</p>	<p>HOT</p> <p>LOT</p> <p>LOT</p>
14	<p>What kind of songs are easily remembered by the brain?</p>	<p>LOT</p>
15	<p>Why is a certain song annoying ?</p> <p>Is it good or bad?</p> <p>Does everyperson experience song in head syndrom?</p>	<p>LOT</p> <p>HOT</p> <p>LOT</p>
16	<p>What song is annoying us ?</p> <p>What is the auditory cortex?</p> <p>Is “song in head syndrom” annoying or amusing?</p>	<p>LOT</p> <p>LOT</p> <p>HOT</p>
17	<p>What song is annoying us ?</p> <p>Is there a relationship between the song and some’s experience or feeling?</p>	<p>LOT</p> <p>HOT</p>

**APPENDIX 9**

**The Data of Subjects' Questions Generated  
During Reading**

Sub	The Questions Generated	
1	What is "song in head syndrome" ?	LOT
2	What is the function of the brain?	LOT
3	Why is certain song unable to leave the brain memory? What makes certain song easily to remember? What kinds of song stick easily on the head? Which part of the brain can process a message from a song? Do some people select particular songs that relate to their interest? How songs build someone's mood?	HOT HOT LOT LOT HOT HOT
4	What kind of songs can damage our brain? Is it true that songs can damage our brain?	LOT HOT
5	What does the pink elephant mean? What makes the song annoying the brain?	LOT LOT
6	No question	
7	Why does certain song haunt me for hours? What is the name of the above condition? Why does the brain hold songs better than knowing what the important information of the songs? What does it mean "it's a manifestation of an aspect of memory"? How does this eager acquisition help our ancestor?	LOT LOT HOT LOT LOT
8	Why is music understood by the brain easily? Why music makes us relax, sleepy, happy, or in the mood? Does deaf person have songs on his head?	HOT HOT
9	What is the song in head syndrome? What information is important? How people can memorize and get information?	LOT LOT HOT

	What values do we have if we hear songs?	HOT
10	Why music can cause song in head syndrome? Is music the only means to remember old experience?	LOT HOT
11	Which part of the brain stimulates musical memory emerging?	LOT
12	What is the song in head syndrome? What are musical loops? Is it good to teach children and teenagers with songs	LOT LOT HOT
13	What happens with our brain? What can I do with song in head syndrome?	LOT LOT
14	What is the function of music for students?	LOT
15	Why does our brain keep playing the song over and over? Why superficial, repetitive pop tunes are by their nature more likely to stick than something more inventive? Does it mean a nuisance?	LOT LOT LOT
16	Why do some songs annoy us and that is a clue how our brain works? Why does replaying a recognized song activate the same region of the auditory cortex as when people actually hear a song?	LOT LOT
17	How can we know that we have “song in head syndrome”? Can this syndrome be cured? What is the relation between the syndrome and the pink elephant phenomenon?	LOT LOT LOT

## APPENDIX 10

### The Data of Subjects' Questions Generated After Reading

Sub	The Questions Generated	
1	<p>Why superficial, repetitive pop tunes are more likely retain than something more inventive ?</p> <p>Why can song in head syndrome make the brain fatigued or depressed ?</p> <p>What is pink elephant phenomenon?</p> <p>Why do our brain react to think more while we do not want to think it ?</p> <p>What goods can we take from song in head syndrome ?</p>	<p>HOT</p> <p>HOT</p> <p>LOT</p> <p>HOT</p> <p>LOT</p>
2	<p>What are the function of the frontal lobe of brain ?</p> <p>Who is Susan Ball?</p> <p>Who says"the more you try to surpress a thought the more you get it "?</p>	<p>LOT</p> <p>LOT</p> <p>LOT</p>
3	<p>Why can it happen" the more you try to surpress a thought the more you get it" ?</p> <p>How does the song influence our life all day long?</p> <p>Is it good to have song in our head ?</p> <p>Does every person have different chunks to be remembered?</p> <p>What things make people feel that those songs are great?</p>	<p>HOT</p> <p>LOT</p> <p>HOT</p> <p>LOT</p> <p>LOT</p>
4	<p>Why does the song affect our body?</p> <p>If we use headset or headphone, will it also affect on our ears?</p> <p>What kind of songs that make us enjoyable and relax?</p> <p>What is song in head syndrome?</p> <p>Will the disease make us die ?</p>	<p>HOT</p> <p>HOT</p> <p>LOT</p> <p>LOT</p> <p>HOT</p>
5	<p>Why does song always energize our brain?</p>	<p>HOT</p>
6	<p>Why does song in head syndrome happen?</p>	<p>LOT</p>



	What makes the frontal lobe of the brain become fatigued or depressed?	LOT
7	What is the effect of listening classical music and pop music?	LOT
8	Is the brain really smart? How can we stimulate the work of brain? When will the brain stop working ? How can we protect the brain from stress?	HOT HOT LOT HOT
9	What songs can make people easy to memorize? What benefits do we have from a song on the brain ?	LOT LOT
10	What benefits do we have from a song on the brain ? How can we reduce a song on head syndrom ?	LOT LOT
11	Does brain memory also remember the song notes? Is there a relation between somebody's situation and a song on the brain syndrome?	LOT LOT
12	Is it true song can help students to memorize? How will happen if some students do not like listening music?	LOT HOT
13	What can we learn from songs? Can song on head syndrome help people more intelligent?	LOT HOT
14	Sometimes there is a student who cannot learn with music. Why can it happen? Is rock music good for our brain? What are the disadvantages of getting songs on head ?	LOT HOT HOT
15	How music can haunt our head in the morning all day long? Why does our brain remember some parts? Is music useful for teachers? Is there a reason why songs can persuade someone?	LOT HOT LOT HOT
16	Why is the text not sure about song on head ? Why can song on the brain be used for goods as well as annoyance.	LOT LOT

17	Sometimes I like to sing alone but when I see that there are many people listen on my song I directly stop singing . Is that a song on head syndrom or not?	LOT
----	---	-----

## APPENDIX 11

### The Pilot Questionnaire

#### QUESTIONNAIRE

Directions: Listed below are statements about what readers do to communicate with the reading text when they are reading. Six opinions follow each statement as the following discription.

“**Strongly dis**” (1) = I strongly disagree    “**Slightly agr**” (4) = I slightly agree

“**Disagree**” (2) = I disagree    “**Agree**” (5) = I agree

“**Slightly dis**” (3) = I slightly disagree    “**Strongly agr**” (6) = I strongly agree

After reading each statement, cross (X) the number that represents your opinion.

Please note that there are **NO RIGHT OR WRONG OPINION**.

1. Asking myself questions such as “What does this paragraph mean to me?”, “What important idea will I get from this text?”, “Do I agree with the author’s idea?” makes me curious to read the reading text more.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	(5)	(6)

2. Before reading the whole text I ask myself questions such as “Does the text remind me of a book with similar topic written by ....?”, “Which text idea reminds me to a TV program or lecturing with the same topic?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	(5)	(6)

3. I focus my thought answering questions such as : “What have I understood about the author’s purpose of writing this text?”, “What main idea do I get from the text?”, “Does the author’s message make sense to me?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(2)	(2)	(3)	(4)	(5)	(6)

4. When I read I ask myself questions such as “What have I already known about this title?”, “What do I predict about the reading topic?”, “How is my experience about the topic?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(2)	(2)	(3)	(4)	(5)	(6)

5. I challenge my understanding of the reading topic by asking questions such as “Why do I disagree with the author’s idea?”, ”Which idea does not make sense to me ?“ ,”How does the author get that idea?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

6. Questioning the reading text makes me understand more about the text.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

7. The first time I read a text, I ask myself questions such as “What is the title about ?” “What will the text explain to me ?”, ”Why am I reading this?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

8. When I read the title of the text , I ask myself “ What knowledge and experience of reading topic do I have?” .

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

9. I predict the reading topic by questioning myself such as “ What does the author want to tell me?”, “What ideas are important for me to understand ?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

10. I feel challenged to keep reading and find answers of my questions such as “ Is my prediction about the author’s ideas correct ?” and “ Are the author’s purposes in writing the text the same as what I thought before ?”

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

11. When I find difficulty in understanding the text, I question the unknown words, phrases, or sentences and keep reading until I can guess what they mean .

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

12. During reading, I find the answer of my questions such as “ Do I agree with the author’s ideas”, “ Why do I agree with the author?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*

(1) (2) (3) (4) (5) (6)  
 13. After I read several paragraphs, I check my text understanding by asking questions such as “Does the author explain the same ideas as my prediction?”, “Are the author’s purposes the same as my prediction?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

14. I will remember my predictions if it is the same as the author’s ideas.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

15. I will revise my predictions if it is different from the author’s ideas.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

16. After I finish reading, I question myself such as “Can I summarize the author’s message and purpose with my own words?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

17. If I have difficulty to conclude the author’s message , I will question myself what makes me difficult in summarizing the author’s message.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

18. If I disagree with the author’s message , I question myself which idea of the author does not make sense to me and what other reading text I should read to support my disagreement.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

19. To make me understand the author’s message , I will find more information about the topic in other sources such as internet or books.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

20. After I find the reasons that support my disagreement, I ask myself “Do I comprehend the text better now?”, “Do I get new knowledge from the reading topic?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
 (1)                    (2)                    (3)                    (4)                    (5)                    (6)

## APPENDIX 12

### The Pilot Students' Responses on Pretested Questionnaire

ID	Q1	Q2	Q3	Q4	Q6	Q7	Q8	Q9	Q10	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
1	5	4	5	5	4	5	4	6	4	4	4	5	5	4	4	4	4	5
2	5	4	6	4	6	5	4	3	5	5	4	5	2	5	5	6	3	3
3	3	2	5	3	5	4	5	2	4	4	3	3	2	4	5	5	4	5
4	2	5	5	5	5	5	5	5	4	5	4	4	4	5	5	4	5	5
5	5	3	4	2	5	5	4	4	4	3	3	5	3	3	4	3	2	3
6	5	4	5	4	4	5	4	5	4	4	3	4	3	5	4	3	1	4
7	5	3	5	4	6	5	2	5	5	5	5	5	5	4	4	6	1	5
8	5	4	3	5	4	5	5	5	5	4	2	5	2	2	2	3	4	4
9	5	4	5	5	5	6	5	5	6	5	5	6	4	4	5	6	5	5
10	5	5	4	4	5	5	5	5	4	4	4	4	4	5	5	4	4	5
11	5	5	6	6	6	4	4	5	6	5	4	5	2	5	5	6	3	4
12	4	5	6	4	5	6	6	6	5	3	2	3	4	5	5	3	6	5
13	3	5	4	2	5	5	4	4	4	3	3	5	3	3	4	3	2	2
14	5	4	5	5	5	5	6	4	4	4	5	6	4	4	5	4	5	5
15	3	4	5	5	6	3	5	5	3	5	4	2	2	4	5	5	5	5
16	3	4	5	4	2	3	3	3	2	4	3	3	2	2	2	2	2	2

## APPENDIX 13

### Descriptive Result of Pilot Test From SPSS Version 20

#### to engage more to the text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	6.3	6.3	6.3
Valid slightly disagree	4	25.0	25.0	31.3
Valid slightly agree	1	6.3	6.3	37.5
Valid agree	10	62.5	62.5	100.0
Total	16	100.0	100.0	

#### to build connection between the reader and the world

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	6.3	6.3	6.3
Valid slightly disagree	2	12.5	12.5	18.8
Valid slightly agree	8	50.0	50.0	68.8
Valid agree	5	31.3	31.3	100.0
Total	16	100.0	100.0	

#### to build connection between the reader and the text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly disagree	1	6.3	6.3	6.3
Valid slightly agree	3	18.8	18.8	25.0
Valid agree	9	56.3	56.3	81.3
Valid strongly agree	3	18.8	18.8	100.0
Total	16	100.0	100.0	

#### to build connection between the reader and self

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	2	12.5	12.5	12.5
Valid slightly disagree	1	6.3	6.3	18.8
Valid slightly agree	6	37.5	37.5	56.3
Valid agree	6	37.5	37.5	93.8
Valid strongly agree	1	6.3	6.3	100.0
Total	16	100.0	100.0	

#### to think about the author

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	6.3	6.3	6.3
Valid disagree	2	12.5	12.5	18.8
Valid slightly disagree	1	6.3	6.3	25.0
Valid slightly agree	8	50.0	50.0	75.0
Valid agree	3	18.8	18.8	93.8
Valid strongly agree	1	6.3	6.3	100.0
Total	16	100.0	100.0	

**to formulate understanding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	6.3	6.3	6.3
Valid slightly agree	3	18.8	18.8	25.0
Valid agree	8	50.0	50.0	75.0
Valid strongly agree	4	25.0	25.0	100.0
Total	16	100.0	100.0	

**to prepare thinking about the content**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid slightly disagree	2	12.5	12.5	12.5
Valid slightly agree	2	12.5	12.5	25.0
Valid agree	10	62.5	62.5	87.5
Valid strongly agree	2	12.5	12.5	100.0
Total	16	100.0	100.0	

**to activate prior knowledge**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	6.3	6.3	6.3
Valid slightly disagree	1	6.3	6.3	12.5
Valid slightly agree	6	37.5	37.5	50.0
Valid agree	6	37.5	37.5	87.5
Valid strongly agree	2	12.5	12.5	100.0
Total	16	100.0	100.0	

**to make prediction**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	6.3	6.3	6.3
Valid slightly disagree	2	12.5	12.5	18.8
Valid slightly agree	3	18.8	18.8	37.5
Valid agree	8	50.0	50.0	87.5
Valid strongly agree	2	12.5	12.5	100.0
Total	16	100.0	100.0	

**to prepare getting engage**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	1	6.3	6.3	6.3
Valid slightly disagree	1	6.3	6.3	12.5
Valid slightly agree	8	50.0	50.0	62.5
Valid agree	4	25.0	25.0	87.5
Valid strongly agree	2	12.5	12.5	100.0
Total	16	100.0	100.0	



**to guess the unknown words. phrases.sentences**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	6.3	6.3
	slightly disagree	2	12.5	18.8
	slightly agree	1	6.3	25.0
	agree	9	56.3	81.3
	strongly agree	3	18.8	100.0
	Total	16	100.0	100.0

**to monitor understanding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	slightly disagree	3	18.8	18.8
	slightly agree	7	43.8	62.5
	agree	6	37.5	100.0
	Total	16	100.0	100.0

**to monitor prediction**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	12.5	12.5
	slightly disagree	5	31.3	43.8
	slightly agree	6	37.5	81.3
	agree	3	18.8	100.0
	Total	16	100.0	100.0

**to retain the correct prediction**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	6.3	6.3
	slightly disagree	3	18.8	25.0
	slightly agree	3	18.8	43.8
	agree	7	43.8	87.5
	strongly agree	2	12.5	100.0
	Total	16	100.0	100.0

**to modify the incorrect prediction**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	6	37.5	37.5
	slightly disagree	3	18.8	56.3
	slightly agree	5	31.3	87.5
	agree	2	12.5	100.0
	Total	16	100.0	100.0

**to summarize the text in own words**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	12.5	12.5
	slightly disagree	2	12.5	25.0
	slightly agree	6	37.5	62.5
	agree	6	37.5	100.0
	Total	16	100.0	100.0

**to reflect the difficulty in summarizing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	12.5	12.5
	slightly agree	5	31.3	43.8
	agree	9	56.3	100.0
	Total	16	100.0	100.0

**to evaluate the author**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	6.3	6.3
	slightly disagree	5	31.3	37.5
	slightly agree	4	25.0	62.5
	agree	2	12.5	75.0
	strongly agree	4	25.0	100.0
	Total	16	100.0	100.0

**to determine the need of further research**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	12.5	12.5
	disagree	3	18.8	31.3
	slightly disagree	2	12.5	43.8
	slightly agree	4	25.0	68.8
	agree	4	25.0	93.8
	strongly agree	1	6.3	100.0
	Total	16	100.0	100.0

**to form one coherent picture from the text**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	12.5	12.5
	slightly disagree	2	12.5	25.0
	slightly agree	3	18.8	43.8
	agree	9	56.3	100.0
	Total	16	100.0	100.0

## APPENDIX 14

### Rubrics to Evaluate Students' Generated Questions

#### Cue Questions Based on Bloom's Taxonomy of Critical Thinking Lower-Order Thinking Skills

<b>1. Knowledge</b> What is ...? How is ...? Where is ...? When did ___ happen? How would I explain ...? Why did ...? How would I describe ...? Can I recall ...? How would I show ...? Can I select ...? Who (what) were the main ...? Can I list ...?	<b>2. Comprehension</b> How would I classify the type of ...? How would I compare ...? Contrast ...? How would I rephrase the meaning ...? What facts or ideas show ...? What is the main idea of ...? Which statements support ...? Can I explain what is meant ...? What can I say about ...? Which is the best answer ...? How would I summarize ...?
---	--

#### Cue Questions Based on Bloom's Taxonomy of Critical Thinking Higher-Order Thinking Skills

<b>3. Application</b> How would I use ...? What examples can I find to... How would I solve ___ using what I have learned.....? How would I organize ___ to show ...? How would I show my understanding of ...? What approach would I use to ...? How would I apply what I learned to develop ...? What other way would I plan to ...? What would result if ...? Can I make use of the facts to ...? What elements would I choose to change ...? What facts would I select to show ...? What questions would I ask in an interview with..... ?	<b>4. Analysis</b> What are the parts or features of ...? How is ___ related to ...? Why do I think ...? What is the theme ...? What motive is there ...? What conclusions can I draw ...? How would I classify ...? Can I identify the different parts ...? What evidence can I find ...? What is the relationship between ...? Can I make a distinction between ...? What is the function of ...? What ideas justify ...?
---	--

## Cue Questions Based on Bloom's Taxonomy of Critical Thinking Higher-Order Thinking Skills

<p><b>5. Evaluation</b></p> <p>Do I agree with the actions?          Do I agree with the outcomes?          What is my opinion of ...?          How would I prove ...? Disprove...?          Can I assess the value or importance of ...?          What would I recommend ...?          How would I rate or evaluate the ...?          What choice would I have made ...?          How would I prioritize ...?          What details would I use to support the view ...?          Why was it better that ...?          What would result if ...?          Can I make use of the facts to ...?          What elements would I choose to change ...?          What facts would I select to show ...?          What questions would I ask in an interview with.....?</p>	<p><b>6. Creating</b></p> <p>What changes would I make to solve ...?          How would I improve ...?          What would happen if ...?          Can I elaborate on the reason ...?          Can I propose an alternative ...?          Can I invent ...?          How would I adapt ___ to create a different ...?          How could I change the plot (plan) ...?          What could be done to minimize (maximize) ...?          What way would I design ...?          What could be combined to improve (change) ...?          How would I test or formulate a theory for ...?          Can I predict the outcome if ...?          Can I construct a model that would change ...?          Can I think of an original way for the ...?</p>
--	--

Adapted from Center for Resource Management materials, © 2006.

## APPENDIX 15

### Questionnaire Data of ID 1 Subject with Positive Beliefs in SQ Strategy

Name: D 1

NRP:

#### QUESTIONNAIRE

Directions: Listed below are statements about what readers do to communicate with the reading text when they are reading. Six opinions follow each statement as the following discription.

“**Strongly dis**” (1) = I strongly disagree    “**Slightly agr**” (4) = I slightly agree

“**Disagree**” (2) = I disagree    “**Agree** “ (5) = I agree

“**Slightly dis**” (3) = I slightly disagree    “**Strongly agr**” (6) = I strongly agree

After reading each statement, cross (X) the number that represents your opinion.

Please note that there are **NO RIGHT OR WRONG OPINION**.

1. I focus my thought answering questions such as : “What have I understood about the author’s purpose of writing this text ?”, “What main idea do I get from the text?”, “Does the author’s message make sense to me?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	<del>(5)</del>	(6)

2. When I read I ask myself questions such as ”What have I already known about this title?“, “What do I predict about the reading topic?“,” How is my experience about the topic ?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	<del>(5)</del>	(6)

3. Questioning the reading text makes me understand more about the text.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	<del>(5)</del>	(6)

4. The first time I read a text, I ask myself questions such as “What is the title about ?” “What will the text explain to me ?”,”Why am I reading this?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	<del>(5)</del>	(6)

5. When I read the title of the text , I ask myself “ What knowledge and experience of reading topic do I have?” .

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	<del>(3)</del>	(4)	(5)	(6)

6. I predict the reading topic by questioning myself such as “ What does the author want to tell me?”, “What ideas are important for me to understand ?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    ~~(5)~~                    (6)

7. I feel challenged to keep reading and find answers of my questions such as “ Is my prediction about the author’s ideas correct ?” and “ Are the author’s purposes in writing the text the same as what I thought before ?”

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    ~~(5)~~                    (6)

8. During reading, I find the answer of my questions such as “ Do I agree with the author’s ideas”, “ Why do I agree with the author?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    ~~(5)~~                    (6)

9. After I read several paragraphs, I check my text understanding by asking questions such as “Does the author explain the same ideas as my prediction?”, “Are the author’s purposes the same as my prediction?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    ~~(5)~~                    (6)

10. I will revise my predictions if it is different from the author’s ideas.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    ~~(3)~~                    (4)                    ~~(5)~~                    (6)

11. After I finish reading, I question myself such as “Can I summarize the author’s message and purpose with my own words ?”.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    ~~(5)~~                    (6)

12. If I have difficulty to conclude the author’s message , I will question myself what makes me difficult in summarizing the author’s message.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    ~~(5)~~                    (6)

13. If I disagree with the author’s message , I question myself which idea of the author does not make sense to me and what other reading text I should read to support my disagreement.

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    ~~(5)~~                    (6)

14. To make me understand the author's message , I will find more information about the topic in other sources such as internet or books.

*Strongly Dis*    *Disagree*    ~~*Slightly Dis*~~    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

15. After I find the reasons that support my disagreement, I ask myself "Do I comprehend the text better now?", "Do I get new knowledge from the reading topic?".

*Strongly Dis*    *Disagree*    ~~*Slightly Dis*~~    *Slightly Agr*    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

## APPENDIX 16

### HOT Questions Generated by Subject with Positive Beliefs of ID NO.1 Before, During and After Reading

**A**

Name : ID 1

NRP:

Read at a glance the reading text given then write any questions from the text that attract your curiosity to know more then predict your answer . You have FIVE (5) MINUTES to complete this activity. **YOU MAY WRITE IN BAHASA INDONESIA**

No	Questions	The answers	
1.	A song (on the brain)???	1. Maybe the effect of	U
2.	what clues does the brain give to our brain?	music to our brain 2.	D.



**B**

Name : ID 1

NRP:

Read at the whole reading text then write any questions from the text that make you curious to know more and predict your answer . You have TEN (10) MINUTES to complete this activity. **YOU MAY WRITE IN BAHASA INDONESIA**

No	Questions	The answers
1.	What is 'song-in head - syndrome'?	when your brain remember some phrase or sentences / lyrics from a song and you can't forget it.
2.		

Name : ID 1

NRP:

After reading the whole reading text , please write any questions that make you curious to know more and predict your answer . You have FIVE (5) MINUTES to complete this activity. YOU MAY WRITE IN BAHASA INDONESIA.

No	Questions	The answers	
1.	Why superficial, repetitive pop tunes are more likely to stick than something more inventive?	1. because 'chunking' phenomenon we usually remember easily something which has a particular pattern (like rock n roll, or pop music).	
2.	Why song-in-head syndrome can make people fatigued or depressed?	that's why they 'stick' in our brain	
3.	Pink elephant phenomenon?? why our brains re-act to think more while we don't want to think it?	2. maybe because people didn't comfortable if all day his/her brain sing the same lyrics (???) 3. ??? 4. ???	
4.	<del>What</del> What is the other good ability that we can take from song-in-head syndrome.		

## APPENDIX 17

### Questionnaire Data of ID 14 Subject with Negative Beliefs in SQ Strategy

Name: ID 14

NRP:

#### QUESTIONNAIRE

Directions: Listed below are statements about what readers do to communicate with the reading text when they are reading. Six opinions follow each statement as the following discription.

“Strongly dis” (1) = I strongly disagree    “Slightly agr” (4) = I slightly agree

“Disagree” (2) = I disagree    “Agree “ (5) = I agree

“Slightly dis” (3) = I slightly disagree    “Strongly agr” (6) = I strongly agree

After reading each statement, cross (X) the number that represents your opinion.

Please note that there are **NO RIGHT OR WRONG OPINION**.

1. I focus my thought answering questions such as : “What have I understood about the author’s purpose of writing this text ?”, “What main idea do I get from the text?”, “Does the author’s message make sense to me?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	<del>(4)</del>	(5)	(6)

2. When I read I ask myself questions such as ”What have I already known about this title?“, “What do I predict about the reading topic?“,” How is my experience about the topic ?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	<del>(4)</del>	(5)	(6)

3. Questioning the reading text makes me understand more about the text.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	(4)	(5)	<del>(6)</del>

4. The first time I read a text, I ask myself questions such as “What is the title about ?” “What will the text explain to me ?”,”Why am I reading this?”.

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	<del>(2)</del>	(3)	(4)	(5)	(6)

5. When I read the title of the text , I ask myself “ What knowledge and experience of reading topic do I have?” .

<i>Strongly Dis</i>	<i>Disagree</i>	<i>Slightly Dis</i>	<i>Slightly Agr</i>	<i>Agree</i>	<i>Strongly Agr</i>
(1)	(2)	(3)	<del>(4)</del>	(5)	(6)

6. I predict the reading topic by questioning myself such as “ What does the author want to tell me?”, “What ideas are important for me to understand ?”.

*Strongly Dis*   *Disagree*   ~~*Slightly Dis*~~   *Slightly Agr*   *Agree*   *Strongly Agr*  
(1)   (2)   (3)   (4)   (5)   (6)

7. I feel challenged to keep reading and find answers of my questions such as “ Is my prediction about the author’s ideas correct ?” and “ Are the author’s purposes in writing the text the same as what I thought before ?”

*Strongly Dis*   *Disagree*   ~~*Slightly Dis*~~   *Slightly Agr*   *Agree*   *Strongly Agr*  
(1)   (2)   (3)   (4)   (5)   (6)

8. During reading, I find the answer of my questions such as “ Do I agree with the author’s ideas”, “ Why do I agree with the author?”.

*Strongly Dis*   *Disagree*   *Slightly Dis*   *Slightly Agr*   ~~*Agree*~~   *Strongly Agr*  
(1)   (2)   (3)   (4)   (5)   (6)

9. After I read several paragraphs, I check my text understanding by asking questions such as “Does the author explain the same ideas as my prediction?”, ”Are the author’s purposes the same as my prediction?”.

*Strongly Dis*   ~~*Disagree*~~   *Slightly Dis*   *Slightly Agr*   *Agree*   *Strongly Agr*  
(1)   (2)   (3)   (4)   (5)   (6)

10. I will revise my predictions if it is different from the author’s ideas.

*Strongly Dis*   *Disagree*   ~~*Slightly Dis*~~   *Slightly Agr*   *Agree*   ~~*Strongly Agr*~~  
(1)   (2)   (3)   (4)   (5)   (6)

11. After I finish reading, I question myself such as “Can I summarize the author’s message and purpose with my own words ?”.

*Strongly Dis*   *Disagree*   *Slightly Dis*   ~~*Slightly Agr*~~   *Agree*   *Strongly Agr*  
(1)   (2)   (3)   (4)   (5)   (6)

12. If I have difficulty to conclude the author’s message , I will question myself what makes me difficult in summarizing the author’s message.

~~*Strongly Dis*~~   *Disagree*   *Slightly Dis*   *Slightly Agr*   *Agree*   *Strongly Agr*  
(1)   (2)   (3)   (4)   (5)   (6)

13. If I disagree with the author’s message , I question myself which idea of the author does not make sense to me and what other reading text I should read to support my disagreement.

*Strongly Dis*   ~~*Disagree*~~   *Slightly Dis*   *Slightly Agr*   *Agree*   *Strongly Agr*  
(1)   (2)   (3)   (4)   (5)   (6)

14. To make me understand the author's message , I will find more information about the topic in other sources such as internet or books.

*Strongly Dis*    *Disagree*    *Slightly Dis*    ~~*Slightly Agr*~~    *Agree*    *Strongly Agr*  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)

15. After I find the reasons that support my disagreement, I ask myself "Do I comprehend the text better now?", "Do I get new knowledge from the reading topic?"

*Strongly Dis*    *Disagree*    *Slightly Dis*    *Slightly Agr*    *Agree*    ~~*Strongly Agr*~~  
(1)                    (2)                    (3)                    (4)                    (5)                    (6)



**B**

Name : ID 14

NRP:

Read at the whole reading text then write any questions from the text that make you curious to know more and predict your answer . You have TEN (10) MINUTES to complete this activity. **YOU MAY WRITE IN BAHASA INDONESIA**

No	Questions	The answers	
1.	What is the <del>for</del> purpose of function R for Students?		
2.			

Name : 1014

NRP:

After reading the whole reading text , please write any questions that make you curious to know more and predict your answer . You have FIVE (5) MINUTES to complete this activity. YOU MAY WRITE IN BAHASA INDONESIA.

No	Questions	The answers	
1	Sometimes there is a students who can't learn <del>if</del> when we listen to the music. <del>Why</del> Why he/she did like that?		
2	What about rock music, is it good for our brain?		
3	What is the <del>advantages</del> disadvantages of <del>our</del> our brain to get a song?		



## **THE WRITER'S BIOGRAPHY**

Setijawati, was born in Madiun on November 7, 1964. She accomplished her elementary, junior and senior high school in Madiun. Then in 1984, she continued her study in English Department Faculty of Teaching Training and Education Widya Mandala Catholic University Surabaya and graduated in 1988. During her study, she worked as a part time English teacher in New Surabaya College for several years and resigned after she joined one-year program of accounting course in Brisbane, Australia. After finishing the program, she continued her study in business and administration in Citi University of Los Angles. In 1991, she joined with Tokio Marine Insurance Company, a Japanese joint venture general insurance company as marketing supervisor for five years. In the beginning of 1996, she was hired as branch manager of PT. Sari Sumber Agung the former company of Jaya Proteksi Insurance, a national general insurance company. In 1997, she resigned and now she managed her own company and taught English for business in English Institute of Widya Mandala Catholic University Surabaya.