LIST OF TABLES

		Page
Table 2.1	Categories of Questions	27
Table 2.2	The Strengths and Weaknesses between PLAN strategy	
	and QAR Strategy	30
Table 3.1	Factorial Research Design 2x2	45
Table 3.2	The Treatment	47
Table 3.3	Students' Self-Efficacy Questionnaire Indicators	50
Table 4.1	Summary of Research Data Description	62
Table 4.2	Frequency Distribution of the Students' Achievement in	
	Reading Comprehension Taught by Using PLAN Strategy	63
Table 4.3	Frequency Distribution of the Students' Achievement in	
	Reading Comprehension Taught by Using QAR Strategy	64
Table 4.4	Frequency Distribution of the Students' Achievement in	
	Reading Comprehension with High Self-Efficacy	66
Table 4.5	Frequency Distribution of the Students' Achievement in	
	Reading Comprehension with Low Self-Efficacy	66
Table 4.6	Frequency Distribution of the Students' Achievement in	
	Reading Comprehension with High Self-EfficacyTaught	
	by Using PLAN Strategy	69
Table 4.7	Frequency Distribution of the Students' Achievement in	
	Reading Comprehension with Low Self-Efficacy Taught	
	by Using PLAN Strategy	70
Table 4.8	Frequency Distribution of the Students' Achievement in	
	Reading Comprehension with High Self-Efficacy Taught	
	by Using QAR Strategy	72
Table 4.9	Frequency Distribution of the Students' Achievement in	
	Reading Comprehension with Low Self-Efficacy Taught	
	by Using QAR Strategy	73
Table 4.10	Summary on the Result of Normality Test	75
Table 4.11	Result of Homogeneity Test on Groups of Teaching	
	Strategies	76
Table 4.12	Result of Homogeneity Test on Groups of Self-Efficacy	77
Table 4.13	Result of Homogeneity Test on Groups of Interaction	77
Table 4.14	Result of Homogeneity Test on Each Group	77
Table 4.15	Two-Way ANOVA with Factorial Design 2x2	78
Table 4.16	Summary on the Calculation of Two-Way ANOVA	79
Table 4.17	Summary of the Calculation Result on Tuckey Test	83