REFERENCES

Afflerbach, P. 1987. How are main idea statements constructed? Watch the experts! *Journal of Reading, 30*(6), 512–518.

Afflerbach, P. 2000. Verbal Reports and Protocol Analysis. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.). *Handbook of Reading Research*, Volume III, pp. 163–179. Mahwah, NJ: Erlbaum.

Afflerbach, P., D. Pearson, & E. B. Moje (Eds.). 2011. *Handbook of Reading Research*. Vol. IV, pp. xiii–xxvi. New York, NY: Routledge.

Afflerbach, P., Pearson, P. D., & Paris, P. 2017. Skills and Strategies: Their differences, their relationships, and why they matter. In K. Mokhtari (Ed.), *Improving Reading Comprehension through Metacognitive Reading Strategies instruction, pp. 33–50.* Lanham, MD: Rowman and Littlefield

Aghaie, R., & Zhang, L. J. 2012. Effects of explicit instruction in cognitive and metacognitive reading strategies on Iranian EFL students' reading performance and strategy transfer. Instructional Science, 40(6), 1063-1081.

Ahmed, R., M. 2020. Investigating EFL learners' awareness of cognitive and metacognition reading strategies of students in different disciplines. *AWEJ.* 11(3), 294-304. DOI: https://dx.doi.org/10.24093/awej/vol11no3.18

Akturk, A. O., & Sahin, I. 2011. Literature review on metacognition and its measurement. *Procedia - Social and Behavioral Sciences, 15*, 3731–3736. https://doi.org/10.1016/j.sbspro.2011.04.364

Alexander, J. M., Carr, M. & Schwanenflugel, P. J. 1995. Development of Metacognition in Gifted Children: Directions for future research. *Developmental Review*, 15, 1–37.

Alexander, Patricia A. 2008. Why This and Why Now? Introduction to the Special Issue on Metacognition, Self-Regulation, and Self-Regulated Learning. *Educational Psychology Review*, 20, 369–72.

Ali, Aziza, M. & Abu Bakar Razali. 2019. A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Learners. *English Language Teaching*, Vol. 12 (6). Canada: Canadian Center of Science and Education. E-ISSN 1916-4757.

Almasi, J. F. 2003. *Teaching Strategic Process in Reading*. New York, NY: The Guilford Press.

ani, H. A. 2009. The Relationship between Saudi EFL College-level tudents' Use of Reading Strategies and Their EFL Reading omprehension. https://etd.ohiolink.edu/rws_etd/document/get/ ohiou12 4685570/inline.

Ames, C. 1992. Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84 (3), 261–271. doi: 10.1037/022–0663.84.3.261.

Amjad, Islam Amjad, & Awan Abdul Ghafoor. 2020. The Effect of Feedback of Students on Teaching and Learning: A critical and comprehensive analysis. *Global Journal of Management, Social Sciences and Humanities,* Vol 6 (4). (pp. 8950927).

Anderson, J. C. 2000. *Assessing Reading*. Cambridge: Cambridge University.

Anderson, J. R. 2010. *Cognitive psychology and its implications* (7th ed.). New York: Worth Publishers.

Anderson, N. J. 1991. Individual differences in strategy use in second language reading and testing. *The Modern Language Journal, 75*(4), 460-472. https://doi.org/10.2307/328290

Anderson, N. J. 2002. The Role of Metacognition in Second Language Teaching and Learning. *Languages and Linguistics*, ERICpub.

Anderson, N. J. 2008. *Practical English Language Teaching: Reading.* Americas, New York: McGraw-Hill.

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). Becoming a Nation of Readers: The report of the commission on reading. National Academy of Education, Washington, DC: National Institute of Education, & Center for the Study of Reading.

Applebee, A. N. 1978. *The Child's Concept of a Story: Ages two to seventeen*. Chicago: University of Chicago Press.

Armbuster, Bonnie B., Catharine H. Echols, & Ann L. Brown. 1983. *The Role of Metacognition in Reading to Learn: A Developmental Perspective*. Cambridge: University of Illinois.

Asnur, Sardian Maharani, Mansur Akil, Haryanto, Abd. Halim. 2020. "Bilingual Glossary of Islamic Studies (Based on Corpus-Study)*". Dissertation* Program Pasca Sarjana, Universitas Negeri, Makassar.

Asnur, S. M., Mansur Akil, Haryanto, and Abd. Halim. 2019. Exploratory of Islamic Studies Corpus: A Need Analysis. *International Journal of Humanities of Social Science* (IOSR-JHSS) 24 (9): 26-31. e-ISSN: 2279-0837.

Azevedo, R., & Gašević, D. 2019. Analyzing multimodal multichannel data about self-regulated learning with advanced learning technologies: Issues and challenges. *Computers in Human Behavior, 96*, 207–210. :tps://doi.org/10.1016/j.chb.2019.03.025

., & Brown, A. L. 1980. Metacognitive Skills and Reading. *Technical eport*, No. 188. Urbana, IL: Center for the Study of Reading.

Baker, L., & Brown, A. L. 1984. Metacognitive skills and reading. In P. D. Pearson (Ed.), Handbook of reading research (pp. 353-394). New York: Longman.

Baker, Mark. 1985. The Mirror Principle and Morphosyntactic Explanation. *Linguistic Inquiry,* 16, 373-415.

Baker, D. A., & Crompton, J. L. 2000. Quality, satisfaction and behavioral intentions. *Annals of Tourism Research,* 27(3), 785–804. https://doi.org/10.1016/S0160-7383(99)00108-5

Baker, L. 2002. Metacognition in comprehension instruction. In C. Block & M. Pressley (Eds.), Comprehension instruction: Research-based best practices (pp.77-95). New York: Guilford Press.

Bembenutty, H., & Karabenick, S. A. 1998. Academic Delay of Gratification. *Learning and Individual Differences*, 10, 329–346. doi:10.1016/S1041–6080(99) 80126–5

Bembenutty, H., & Karabenick, S. A. 2004. Inherent Association between Academic Delay of Gratification, Future Time Perspective, and Self-Regulated Learning. *Educational Psychology Review*, 16, 35–57. doi:10.1023/B. EDPR.0000012344.34008.5c

Bembenutty, H., Cleary, T. J., & Kitsantas. A. (Eds.). 2013. Applications of Self-Regulated Learning across Diverse Disciplines. Charlotte, NC: Information Age.

Bembenutty, H., White, M. C., & Vélez, M. 2015. Developing Self-Regulation of Learning and Teaching Skills among Teacher Candidates. New York: Springer.

Berger, J., & Karabenick, S. 2016. Construct Validity of Self-Reported Metacognitive Learning Strategies. *Educational Assessment*, 21, 19–33.

Berk, L. E. 2003. *Child Development (6th ed.).* Boston: Allyn and Bacon.

Beyer, B. K. 1987. *Practical strategies for the teaching of thinking*. Boston: Allyn and Bacon.

Birjandi, Parviz, Masoomeh Estaji, and Tayebeh Deyhim. 2013. The Impact of Dynamic Assessment on Reading Comprehension and Metacognitive Awareness of Reading Strategy Use in Iranian High School Learners. *Iranian Journal of Language Testing*, Vol. 3, No. 2, Oct. 2013. ISSN 2251-7324.

Black, P. J. 1993. Formative and Summative Assessment by Teacher. *Studies in Science Education*, Vol. 21 (1), 49-97.

, & Wiliam, D. 1998. Assessment and classroom learning. *Assessment in ducation: Principles, Policy & Practice, 5*(1), 7-74. tps://doi.org/10.1080/0969595980050102

Black, P. 1999. 'Assessment Learning Theories and Testing Systems', in P. Murphy (ed.), *Learners, Learning and Assessment*, pp. 118–134. London, Paul Chapman Publishing.

Black, O., & Horison, C. 2004. Assessment for Learning beyond the Blackbox. *Assessment in Education: Principles, Policy and Practice,* 5 (1), 7-73*.*

Black, P., & Wiliam D. 2009. Developing the Theory of Formative Assessment. *Educational Assessment, Evaluation and Accountability*, 21, 5–31. doi:10.1007/ s11092-008-9068-5.

Block, C. C. & Israel, S. E. 2005. Reading First and Beyond*.* California: Corwin Press.

Boud, B. 1995. Enhancing Learning through Self-Assessment. Routledge.

Bouknify, M. 2023. Importance of Metacognitive Strategies in Enhancing Reading Comprehension Skills. *Journal of Education in Black Sea Region*, *8*(2), 41–51. https://doi.org/10.31578/jebs.v8i2.291

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). 2000. How People Learn. Washington, DC: National Academy Press.

Brevik, L. M. 2015. How Teachers Teach and Readers Read. Developing Reading Comprehension in English in Norwegian Upper Secondary School (Unpublished Doctoral Dissertation, University of Oslo).

Bria, M.G., C. M, Concilianus L. M. 2019. Metacognitive Strategies of Undergraduate and Postgraduate Students in Reading. *LLT Journal: A Journal on Language and Language Teaching*, Vol. 22, No. 2, pp. 182-197.

Bright, J. A., & McGregor, G. P. 1970. Teaching English as a Second Language: Theory and Techniques for the Secondary Stage. Harlow, UK: Longman.

Brookbank, D., S. Grover, K. Kullberg, & C. Strawser. 1999. Students Achievement of Student Chicago. IL: Saint Xavier University. ERIC Document Reproduction Service No. ED 435 094.

Brookhart, S. M. 2008. *How to Give Effective Feedback to Your Students.* ASCD Alexandria, Virgin USA.

Brown, A. L. 1977. Knowing When, Where, and How to Remember: A Problem of Metacognition*.* Cambridge.

Brown, A. L., & Smiley, S. 1977. Rating the Importance of Structural Units of Prose Passages: A problem of metacognitive development. *Child Development*, 48, 1–8.

.. L. 1978. Knowing when, where, and how to remember: A Problem of etacognition. In R. Glaser (Ed.), *Advance in instructional psychology.* illsdale, N. J.: Erlbaum.

Brown, A. L. 1980. Metacognitive development and reading. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), *Theoretical Issues in Reading Comprehension* (pp. 453-481). Hillsdale, NJ: Lawrence Erlbaum Associates.

Brown, A. L. 1987. Metacognition, Executive Control, Self-Regulation, and Other more Mysterious Mechanisms. In Weinert, F., and Kluwe, R. (eds.), *Metacognition, Motivation, and Understanding*. Erlbaum, Hillsdale, NJ, pp. 65–116.

Brown, H. D. 2001. Teaching by Principles: an interactive approach to language pedagogy. 2nd Edition. Pearson Education Company.

Brown, R. 2017. Comprehension Strategies Instruction for learners of English: Where We Have Been, Where We Are Now, Where We still Might Go. In S. E. Israeli (Ed.). *Handbook of Research on Reading Comprehension,* pp. 543–567. New York, NY: The Guilford Press.

Butler, D. L., & Winne, P. H. 1995. Feedback and Self-Regulated Learning: a theoretical synthesis. *Review of Educational Research,* 65, pp. 245-281.

Butler, A. C., Jeffrey D. Karpicke, and Henry L. Roediger, III. Correcting a Metacognitive Error: Feedback Increases Retention of Low-Confidence Correct Responses. Journal of Experimental Psychology: The American Psychological Association Learning, Memory, and Cognition. 2008, Vol. 34, No. 4, 918–928 0278-7393/08/$12.00 DOI: 10.1037/0278-7393.34.4.918

Callan, Gregory L., Gregory J. Marchant, W. Holmes Finch, and Lindsay Flegge. 2017. Student and School SES, Gender, Strategy Use, and Achievement. *Psychology in the Schools,* 54, 1106–22.

Carrell, P. L. 1989. Metacognitive awareness and second language reading. *The Modern Language Journal, 73*(2), 121-134. https://doi.org/10.2307/326568

Carver, C. S., & Scheier, M. F. (1990). Origins and functions of positive and negative affect: A control-process view. *Psychological Review, 97*(1), 19–35. https://doi.org/10.1037/0033-295X.97.1.19

Chamot, A. U. 2004. Issues in Language Learning Strategy Research and Teaching. Electronic Journal of Foreign Language Teaching, 1, 14-26.

Cantillon P & Sargeant J. 2008. Teaching Rounds: giving feedback in clinical settings. *British Medical Journal*, Vol. 337 (No. 7681), pp. 1292-1294.

Chappuis, J. 2012. How am I doing?. *Educational Leadership*, 70(1): 36-4.

Chen, K. T. C., & Chen, S.C.L. 2015. The Use of EFL Reading Strategies among the High School Students in Taiwan. *The Reading Matrix: an international online journal*, 15(2), 156-166.

. B., & Yuen, M. 2011. The Role of Feedback in Enhancing Students' Self-egulation in Inviting Schools. *Journal of Invitational Theory and Practice*, 7, 22–27.

Clark, I. 2012. Formative assessment: Assessment is for self-regulated learning. Educational Psychology Review, 24 (2), 205–249.

Cleary, T. J., & Callan, G. L. 2018. Assessing Self-Regulated Learning Using Microanalytic Methods. In D. H. Schunk & J. A. Greene (Eds.). *Handbook of Self-Regulation of Learning and Performance (2nd ed.)*. New York: Routledge.

Cohen, A. D., & Upton, T. A. 2006. *Strategies in responding to the new TOEFL reading tasks: Monograph No. 33*. Princeton, NJ: Educational Testing Service.

Cohen, A. D., & Upton, T. A. 2007. 'I want to go back to the text': Response strategies on the reading subtest of the new TOEFL. *Language Testing, 24*(2), 209–250.

Concepción, David W. 2004. *Reading Philosophy with Background Knowledge and Metacognition.* Teaching philosophy, 27: 4.

Creswell, J., W. 2009. *Research Design Qualitative, Quantitative, and Mixed Methods Approach.* Sagepub.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). SAGE Publications.

Cross, D. R. & Paris, S. G. 1988. Developmental and Instructional Analyses of Children's Metacognition and Reading Comprehension. *Journal of Educational Psychology,* 80(2), 131-142.

Crossley, S.A. & McNamara, D.S. (2017). Educational technologies and literacy development. In S.A. Crossley &D.S. McNamara (Eds.), Adaptive educational technologies for literacy instruction, (pp. 1–12). Routledge.

Davies, F. 1995. *Introducing Reading*. London: Penguin Books.

Dent, A. L., & Koenka, A. C. 2016. The Relation between Self-Regulated Learning and Academic Achievement across Childhood and Adolescence: a meta-analysis. *Educational Psychology Review*, 28, 425–474.

Do, H. M., & Phan, H. L. T . 2021. Metacognitive Awareness of Reading Strategies on Second Language Vietnamese Undergraduates. *Arab World English Journal*. 12 (1) 90-112. DOI: https://dx.doi.org/10.24093/awej/vol12no1.7

Duke, N. & Pearson, P. D. 2002. Effective Practices for Developing Reading Comprehension. In A. Farstrup & J. Samuels (Eds.), What Research Has to Say about Reading Instruction (3rd ed.), pp. 205-242. Newark DE: International Reading Association

A. 2009. The Role of Metacognitive Experiences in the Learning Process. *sicothema*, 21 (1), 76–82

Eker, Cevat. 2014. The Effect of Teaching Practice Conducted by Using Metacognition Strategies on Students' Reading Comprehension Skills. *International Online Journal of Education Sciences,* 6 (2), pp. 269-280.

El-Kaumy, A.S.K. 2004. Metacognition and Reading Comprehension: current trends in theory and research, 3(1), 45-52. www.eric.ed.gov.

Falchikov, N., & Boud, D. 1989. Student Self-Assessment in Higher Education: A Meta-Analysis. *Review of Educational Research*, 59, 395-430. http://dx.doi.org/10.3102/00346543059004395

Flavell, J.H. 1971. First Discussant's Comments: What Is Memory Development the Development of? Human Development, 14, 272-278. http://dx.doi.org/10.1159/000271221

Flavell, J. H. 1976. Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), The nature of intelligence (pp. 231-236). Hillsdale, NJ: Erlbaum.

Flavell, J. H., & Wellman, H. M. 1977. Metamemory. In R. V. Kail, & J. W. Hagen (Eds.), Perspectives on the Development of Memory and Cognition, pp. 3–33. Hillsdale: Erlbaum.

Flavell, J. H. 1977. *Cognitive development*. Englewood Cliffs, NJ: Prentice-Hall.

Flavell, J. H. 1978. Metacognitive Development. In J. M. Scandura & C. J. Brainerd (Eds.)*. Structural/Process Theories of Complex Human Behavior.* Alphen a. d. Rijn, The Netherlands: Sijthoff & Noordhoff.

Flavell, J. H. 1979. Metacognition and Cognition Monitoring: a new area of cognitive-developmental inquiry. American Psychologist, Vol. 34, 906-911.

Flavell, J. H., Miller, P. H., & Miller, S. A. 2002. *Cognitive development (4th ed.).* Upper Saddle River, NJ: Prentice Hall.

Flavell, J. H. 2004. Theory-of-Mind Development: retrospect and prospect. *Merril-Palmer Quarterly*, 50 (3), 274-290. Doi: 10.1353/mpq.2004.0018.

Fogarty, R., & Pete, B. 2018. *Metacognition: The neglected skill set for empowering students* (Revised ed.). Hawker Brownlow Education.

Freedman, Lawrence. 2013. *Strategy*. Oxford University Press. *ISBN 978-0-19-932515-3.*

Garner, R. 1987. *Metacognition and Reading Comprehension*. Norwood, NJ: Ablex Publishing Corporation.

Gay, L.R., Geoffrey E. M., & Peter Airasian. 2006. *Educational Research: Competencies for Analysis and Applications*. Colombus: Pearson Merill ⎺rentice Hall.

. 1996. *Social Linguistics and Literacies: Ideology in Discourses (2nd ed.).* ondon, UK: Taylor & Francis.

Genetia, R. D.,Magdalena, M. O., & Maricel A. D. 2018. Teachers' Strategies and Students' Uptake on Oral Corrective Feedback. *International Journal of Science and Research (IJSR).*

Gernsbacher, M. A. 1990. *Language Comprehension as A Structure Building*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Gibbs, G. and Simpson, C. 2004. Conditions under Which Assessment Supports Students' Learning. *Learning and Teaching in Higher Education* (LATHE), 1, 3-31.

Gibson, E. J., & Levin, H. 1975. *The Psychology of Reading*. The MIT Press.

Gielen, S, Peeters, E., Dochy, F. Onghena, P. & Struyven, K. 2010. Improving effectiveness of peer feedback for learning. *Learning Instruction*. 20(4), 304-315.

Glenberg, A. M., Sanocki, T., Epstein, W., and Morris, C. 1987. Enhancing calibration of comprehension. J. Exp. *Psychol*., Gen, 116, 119–136.

Goodman, K. S. 1967. Reading: a psycholinguistic guessing game. *Journal of the Reading Specialist*, 6, 126-135.

Goodman, K. 1976. Reading: A psycholinguistic guessing game. In H Singer and R.B. Ruddell (Eds.) *Theoretical Models and Processes of Reading,* 2nd ed, pp. 497-508. Newark, DE: International Reading Association.

Goodman, K. S. 1996. Ken Goodman on Reading. *Portsmouth*: NH: *Heinemann Online Journal*, 15(2), 156-166.

Grabe, W., & Fredricka S. 2001. Reading for Academic Purposes Guidelines for the ESL/EFL Teacher. In M. Celce-Murcia (Ed.). *Teaching English as a Second Foreign Language*. Boston: Heinle and Heinle.

Grabe, W., & Stoller, F. L. 2002. Teaching and Researching Reading. New York: Pearson Education.

Graesser, A. C., & Clark, L. F. 1985. *The Structures and Procedures of Implicit Knowledge*. Norwood, NJ: Ablex.

Graesser, A. C., Millis, K. K., & Zwaan, R. A. 1997. Discourse Comprehension. *Annual Review of Psychology*, 48, 163–189.

Graesser, A. C. 2006. Views from A Cognitive Scientist: cognitive representations underlying discourse are sometimes social. *Discourse Studies, 8*, 59-66.

Graesser A. C. 2007. An Introduction to Strategic Reading Comprehension. Mc. `amara, D. S. (Ed.) *Reading Comprehension Strategies: theories, terventions, and technologies,* pp. 3-26. New York: Lawrence Erlbaum ssociates.

S. 1997. Effective Language Learning. Clevedon, England: Multilingual atters.

Grau, V., & Whitebread, D. 2012. Self and Social Regulation of Learning during Collaborative Activities in the Classroom: the interplay of individual and group cognition. *Learning and Instruction*, 22, 401–412. doi:10.1016/j.learninstruc. 2012.03.003

Gay, L. R., Mills, Geoffrey E., & Peter Airasian. 2006. *Educational Research Competencies for Analysis and Applications.* New Jersey: Pearson Merrill Hall.

Graves, M., Juel, C. & Graves, B. 2001. Teaching Reading in the 21st Century. 2nd ed. Boston, MA: Allyn & Bacon.

Grellet, F. 1981. *Developing Reading Skills: a practical guide to reading comprehension exercises (1st ed.).* Cambridge: Cambridge University Press, (chapter 1).

Grellet, F. 1996. *Developing Reading Skills: a practical guide to reading comprehension exercises*. Cambridge: Cambridge University Press.

Guthrie, J. T., & Scafiddi, N. T. 2004. Reading comprehension for information text: Theoretical meanings, developmental patterns, and benchmarks for instruction. In J.T. Guthrie, A. Wigfield, & K.C., Perencevich (Eds.), Motivating reading comprehension: Concept Oriented Reading Instruction (pp. 225-248). Mahwah, NJ: Erlbaum.

Hall, K. and Burke, W. M. 2003. Making Formative Assessment Work, Maidenhead, Open University Press.

Hall, L. A. 2012. The Role of Reading Identities and Reading Abilities in Students' Discussions about Texts and Comprehension Strategies. *Journal of Literacy Research*, 44(3), 239–272.

Hamiddin, & Saukah, A. 2020. Investigating metacognitive knowledge in reading comprehension: The case of Indonesian undergraduate students. *Indonesian Journal of Applied Linguistics, 9*(3), 608–615. https://doi.org/10.17509/ijal.v9i3.23211

Handel, M., Artelt, C., & Weiner, S. 2013. Assessing Metacognitive Knowledge: development and evaluation of a test instrument. *Journal of Education Research,* 5, pp. 162-188.

Harmer, J. 1991. The Practice of English Language Teaching. New York: Longman Publishing.

Hartman, H. J. 2001. Developing Students' Metacognitive Knowledge and Strategies. New York. Online. DOI: 10.1007/978-94-017-2243-8_3. https://www.researchgate.net/publication/274710464.

H.J. 2001. Metacognition in Learning and Instruction: Theory, Research, nd Practice. Dordrecht, The Netherlands: Kluwer Academic Publisher, pp. 3-68.

Hattie, J., & Timperley, H. 2007. The Power of Feedback. *Review of Educational Research*, 77, 81–112.

Hedge, T. 2003. The Practice of English Language Teaching. ELT Journal, 57, 401-405. http://doi.org/10.1093/elt/57.4.401

Hendarson, Michael, Tracii Ryan, and Paige Mahoney. 2019. The Usefulness of Feedback. Active Learning in Higher Education Volume 22, Issue 3. https://doi.org/10.1177/1469787419872393.

Hofer, B. K., Yu, S. L., & Pintrich, P. R. 1998. Teaching College Students to be Self-Regulated Learners. In D. Schunk & B. Zimmerman (Eds.), Self-Regulated Learning: From teaching to self-reflective practice, pp. 57–85. New York: Guilford Press.

Hofmann, W., Schmeichel, B. J., & Baddeley, A. D. 2012. Executive Functions and Self-Regulation. *Trends in Cognitive Science*, 16, 174–180.

Houwer, J. D., Yvonne, B. H., and Delmet, B. H. 2016. "What is Cognition? A Functional-Cognitive Perspective. Core Processes of Cognitive Behavioral Therapies. Oakland, CA: New Harbinger. Steven C. Hayes and Stefan G. Hofmann. https://www.researchgate.net/publication/308749950

Irwansyah, Dedi. 2019. Islamic Literature: Instructional Strategies in Contemporary Indonesia. *Heritage of Nusantara, International Journal of Religious Literature and Heritage*. DOI: http://dx.doi.org/10.31291/hn.v8i1.548

Israel, S. E. 2007. Using Metacognitive Assessments to Create Individualized Reading Instruction. Newark, DE: International Reading Association.

Iobidze, Meri. 2019. Effective Metacognitive Strategies to Boost English as A Foreign Language Reading Comprehension. *Journal of Education in Black Sea Region,* Vol. 4 (Issue 2).

Irons, Alastair. 2008. Enhancing Learning through Formative Assessment and Feedback. London: Routledge Taylor & Francis Group.

Ivanic, R., Clark, R., & Rimmershaw, R. 2000. What Am I Supposed to Make of This? The messages conveyed to students by tutors' written comments. In M. Lea & B. Stierer (Eds.), *Student Writing in Higher Education*: *New context*, pp. 47–65. Buckingham: Open University Press.

Iwai, Y. 2011. The Effects of Metacognitive Reading Strategies: pedagogical implications for EFL/ESL teachers. *The Reading Matrix*, 11(2), 150-157.

Jacobs, Janis E., and Scott G. Paris. 1987. Children's Metacognition about Reading: issues in definition, measurement, and instruction. *Educational Psychologist*, 22, 255–78.

vels and Elita Špehte. 2021. The Role of Feedback in the Distance earning Process. Journal of Teacher Education for Sustainability, vol. 23, o. 2, pp. 91ñ105, DOI: 10.2478/jtes-2021-0019.

Kamil, M. L., Afflerbach, P., Pearson, P. D., & Moje, E. B. 2011. Preface Reading Research in A Changing Era: An Introduction to the Handbook of Reading Research.

Kendeou, Panayiota, Paul van den Broek, Mary Jane White, & July Lynch. 2006. Comprehension in Preschool and Early Elementary Children: skill development and strategy interventions. In McNamara, D. S. (Ed.) Reading Comprehension Strategies: theories, interventions, and technologies, pp. 27-45. New York: Lawrence Erlbaum Associates.

Khellab, F., Ozcan D., & Behbood M. 2022. Effect of Teaching MRS on Reading Comprehension of Engineering Students. Sagepub.

Khosa, D. K., & Volet, S. E. 2014. Productive Group Engagement in Cognitive Activity and Metacognitive Regulation during Collaborative Learning: can it explain differences in students' conceptual understanding? *Meta-cognition and Learning*, 9 (3), 287–307. doi:10.1007/s11409–014–9117-z

Kuhn, D., & Dean, D. Jr. 2004. Metacognition: A bridge between cognitive psychology and educational practice. *Theory Into Practice*, 43(4), 268-273.

Khurram, B. A. 2023. The Impact of Metacognitive Instruction on ESL University Level Students' Awareness and Use of the Reading Strategies. *Sage Journals*, Vol. 13 (Issue 2).

King, A. 1991. Effects of training in strategic questioning on children's problem-solving performance. J. Educ. Psychol. 83: 307–317.

King, A. 2007. Beyond literal comprehension: A strategy to promote deep understanding of text. In *New Directions in Reading and Writing Instruction: Contemporary Views* (pp. 267-290). Pearson Education.

Kintsch, W., & van Dijk, T. A. 1978. Towards a Model of Text Comprehension and Production. *Psychological Review*, 85, 363–394.

Kintsch, W., & Kintsch, E. 2005. Comprehension. In S. Stahl & S. Paris (Eds.), Children's Reading Comprehension and Assessment, pp. 71–92. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Kinnunen, R., & Vauras, M. 1995. Comprehension Monitoring and the Level of Comprehension in High- and Low-Achieving Primary School Children Reading. *Learning and Instruction*, 5, 143–165.

Klingner, Jannete K, et al. 2007. Teaching Reading Comprehension to Students with Learning Difficulties. New York: The Guilford Press.

Kluwe, R. H. 1982. Cognitive Knowledge and Executive Control: metacognition. Animal Mind-Human Mind. Griffin, D. D. (ed.), pp. 201-224.

. H. 1987. Executive Decisions and Regulation of Problem Solving. In einert, F., and Kluwe, R. (eds.), Metacognition, Motivation, and nderstanding, Erlbaum, Hillsdale, NJ, pp. 31–64.

Köse, N., & Firdevs Güneş. 2021. Undergraduate Students' Use of Metacognitive Strategies While Reading and the Relationship Between Strategy Use and Reading Comprehension Skills. *Journal of Education and Learning*. Vol. 10 (2). E-ISSN 1927-5269. doi:10.5539/jel.v10n2p99. URL: https://doi.org/10.5539/jel.v10n2p99.

Krashen, S. D., & Terrell, T. D. 1983. The Natural Approach: Language Acquisition in the Classroom. Oxford and San Francisco: Pergamon, Almany.

Krashen, S. D., & Terrell, T. D. 1989. The Natural Approach: Language Acquisition in the Classroom. Pergamon: Prentice Hall.

Kuhn, D. 1999. Metacognitive development. In L. Balter & C. S. Tamis-LeMonda (Eds.), Child psychology. A handbook of Contemporary Issues, pp. 259–286. Philadelphia: Psychology Press.

Krieger, F., Roger, A., Arthur, C., G., & Samuel, G. 2022. Introduction to the special issue: the role of metacognition in complex skills-spotlights on problem solving, collaboration, and self-regulated learning. *Metacognition and Learning.* 17:683–690

Lai, E.R. 2011. Metacognition: A literature review. Pearson's Research Reviews. http://moodle.elac.edu/pluginfile.php/111973/mod_resource/content//0/Metacognition_literature_REview_Final.pdf.)

Lajoie, S. P., Lee, L., Poitras, E., Bassiri, M., Kazemitabar, M., Cruz-Panesso, I., Hmelo-Silver, C., Wisemand, J., Chane, L., & Lu, J. 2015. The role of Regulation in Medical Student Learning in Small Groups: regulating oneself and others' learning and emotions. *Computers in Human Behavior*, 52, 601–616. doi:10.1016/j.chb.2014.11.073.

Leopold, D. A., Bondar, I. V., & Giese, M. A. 2006. Norm-based face encoding by single neurons in the monkey inferotemporal cortex. *Nature*, 442(7102), 572–575.

Livingston, Jennifer A. 2003. *Metacognition: An Overview.* Document Resume. Ericpub.

Locke, E. A., & Latham, G. P. 1990. A Theory of Goal Setting and Task Performance. Englewood Cliffs, NJ: Prentice Hall.

Lyon, G. Reid. 1998. Overview of Reading and Literacy Initiative. Washington DC. Eric Publishers.

Lyster, R., & Ranta, L. 1997. Corrective Feedback and Learner Uptake: negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*. 19, 37- 66.

J. M., & Johnson, N. S. 1977. Remembrance of Things Parsed: story ructure and recall. *Cognitive Psychology*, 9, 111–151.

ra, D. S. 2007. Reading comprehension Strategies: theories, terventions, and technologies. New York: Lawrence Erlbaum Associates.

McNamara, D. S., Tenaha O'Reilly, Michael Rowe, Chutima Boonthum & Irwin Levinstein. 2022. iSTART: A Web-Based Tutor that Teaches Self-Explanation and Metacognitive Reading Strategies.

Meijer, J., Veenman, M. V. J., & van Hout-Wolters, B. H. A. M. 2006. Metacognitive activities in text studying and problem-solving: Development of a taxonomy. *Educational Research and Evaluation*, 12, 209–237. https://doi.org/10.1080/13803610500479991

Meniado, Joel, C. 2016. Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students. *English Language Teaching*, Vol. 9 (No. 3). Canada: Canadian Center of Science and Education. E-ISSN 1916-4750.

Michalsky, Tova, Zemira R. Mevarech, and Liora Haibi. 2009. Elementary School Children Reading Scientific Texts: effects of metacognitive instruction. *The Journal of Educational Research*, 102, 363–76.

Mikulecky, B.S. & Jeffries, L. 1996. More Reading Power: reading for pleasure, comprehension skills, thinking skills, reading faster. USA: Longman.

Miles, M.B, Huberman, A.M, & Saldana, J. 2014. Qualitative Data Analysis, A. Methods Sourcebook, Edition 3. USA: Sage Publications.

Mischel, W. 2014. The Marshmallow Test: mastering self-control. New York: Little, Brown.

Mokhtari, K., & Sheorey, R. (Eds.). 2008. *Reading strategies of first- and second-language learners: See how they read*. Norwood, MA: Christopher-Gordon Publishers.

Mokhtari, Kouider, Dimiter M. D., & Carla A. R. 2018. Revising the Metacognitive Awareness Strategies Inventory (MARSI) and Testing for Factorial Invariance. *Journal Studies in Second Language Learning and Teaching*, 8 (2), pp. 219-246. doi: 10.14746/ssllt.2018.8.2.3.

Mokhtari, K., & Sheorey, R. 2002. Measuring ESL Students' Awareness of Reading Strategies. *Journal of Developmental Education*, 25, 2-11.

Muhsinin, M., Mursid, S., Dwi, R., & Ahmad, S. 2017. The use of islamic-based reading materials to increase reading comprehension achievement: A study at Islamic higher education institution. I*nternational Journal of Advanced Research (IJAR)*. ISSN 2320-5407. DOI: 10.21474/IJAR01/4105. DOI URL: http://dx.doi.org/10.21474/IJAR01/4105

Nasab, E., & Ghafournia, N. 2016. Relationship between Multiple Intelligence, Reading Proficiency, and Implementing Motivational Strategies: a study of Iranian secondary students. *International Journal of Education & Literacy ~tudies*, 4(3), 34-40.

, Sitti Sahraeny, Marleiny Radjuni, Nadira Mahaseng, & Sukmawaty.)21. Feedback, Individual Differences and EFL Learners Productive Skill: า analysis on high and low-achieving students. *Magistra: Jurmal eguruan dan Ilmu Pendidikan*, Vol. 8(1), pp. 11-23.

Neisser, U. 1967. Cognitive Psychology. New York: Appleton-Century-Crofts

Nicola, D. J., & Debra, Macfarlane-Dick. 2006. Formative Assessment and Self-Regulated Learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31 (2), 199–218.

Nicol, D. 2009. Assessment for Learner Self-Regulation: enhancing achievement in the first year using learning technologies. *Assessment and Evaluation in Higher Education*, 34(3), 335-352.

Nunan, D. 2003. Practical English Language Teaching. Boston: McGraw Hill.

Oakhill, J. 1994. Individual Differences in Children's Text Comprehension. In M. A. Gernsbacher (Ed.), *Handbook of psycholinguistics*, pp. 821–848. Academic Press.

Obilor, Esezi I. 2019. Feedback and Students' Learning. *International Journal of Innovative Education Research* 7 (2), pp. 40-47. SEAHI Publications.

O'Malley, J. M., & Chamot, A. U. 1990. Learning strategies in second language acquisition. Cambridge: Cambridge University Press.

O'Malley M & A U Chamot. 1994. The CALLA Handbook: implementing the cognitive academic language learning approach. N.J: Addison-Wesley, Reading MA. Harlow, England: Longman.

O'Malley, J. M., Russo, R. P., Chamot, A. U., & Stewner-Manzanares, G. 1998. Applications of Learning Strategies by Students Learning English as A Second Language. In C. E. Weinstein, E. T. Goetz, & P. A. Alexander (Eds.), Learning and Study Strategies: issues in assessment instruction and evaluation (pp. 215-231). San Diego: Academic Press.

Otero, J., & Kintsch, W. 1992. Failures to Detect Contradictions in A Text: what readers believe versus what they read. *Psychological Science, 3*(4), 229–235.

Oxford, R. 2002. Language Learning Strategies. In R. Carter and D. Nunan (Eds.), The Cambridge Guide to Teaching English to Speakers of other Languages, pp. 166-172. Cambridge: Cambridge University Press.

Oxford, R., & Crookall, D. 1989. Research on language learning strategies: Methods, findings, and instructional issues. Modern Language Journal, 73(4), 404–419.

Oxford, R. L. 1990. Language learning strategies: What every teacher should know. New York: Newbury House Publishers.

Oxford, R., & Burry-Stock, J. 1995. The benefits of informed instruction for ꞌhildren's reading awareness and comprehension skills. *Child evelopment,* 55, 2083-2093.

R. L. 1990. Language learning strategies: What every teacher should now. New York: Newbury House.

Pahrizal, N., Aridem, V., Rimajon, S., and Hajah Zurinah, H. Y. 2024. Metacognitive Reading Strategies and Their Impact on Comprehension: Insights from Rural EFL Learners. Indonesian Journal on Learning and Advanced Education (IJOLAE). Vol. 7(1) 18-36. e-ISSN 2656- 2804. DOI: 10.23917/ijolae.v7i1.23908. http://journals.ums.ac.id/index.php/ijolae.

Pajares, F. 2006. Self-Efficacy during Childhood and Adolescence: implications for teachers and parents. In F. Pajares & T. Urdan (Eds.), *Adolescence and education*, Vol. 5 (Self-efficacy beliefs of adolescents), pp. 339– 367. Greenwich, CT: Information Age Publishing.

Pammu, Abidin, Zaini Amir, & Tengku Nor R. T. M.M. 2014. Metacognitive Reading Strategies of Less Proficient Tertiary Learners: a case study of EFL learners at a Public University in Makassar, Indonesia. *Procedia-Social and Behavioral Sciences,* 118, 357-364.

Pammu, Abidin, Sitti Sahraeny, Nasmilah, and Rosmiaty. 2021. Applying Cultural-Based Narrative Text to Induce Metacognitive Reading Strategies of Proficient EFL Learners at English Department, Hasanuddin University Makassar. *Proceedings of 9th Asbam International Conference* (Archeology, History, & Culture in The Nature of Malay) (ASBAM 2021).

Panadero, Ernesto, & Anastasya, A. Lipnevich. 2021. A Review of Feedback Models and Typological: Towards an Integration Model of Feedback Elements. *Educational Research Review, 35-100416.* Elsevier.

Paris, S. G., Wasik, B. A., & Turner, J. C. 1991. The Development of Strategic Readers. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), handbook of reading research, Vol. II, pp. 609–640. New York, NY: Routledge.

Paris, S. G., Lipson, M. Y., & Wixson, K. K. (1983). Becoming a strategic reader. *Contemporary Educational Psychology, 8*(3), 293-316. https://doi.org/10.1016/0361-476X(83)90018-8

Pellegrino, J. W., Chudowsky, N., & Glaser, S. (Eds.) 2002. Knowing What Students Know: the science and design of educational assessment. Washington DC: National Research Center.

Perfetti, C. A. 1985. Reading ability. Oxford University Press.

Perfetti, C. A. 1994. Psycholinguistics and reading ability. In M. A. Gernsbacher (Ed.), *Handbook of Psycholinguistics,* pp. 849–894. Academic Press.

Perkins, D.N., and Salomon, G. 1989. Are Cognitive Skills Context-Bound? Educational Researcher, 1, 16-25.

Phakiti, A. 2003. A close look at the relationship of cognitive and metacognitive strategy use to EFL reading achievement test performance. Language Testing Journal, 20(1), 26-56.

Pieper, Martin, Julian, R., and Kirsten, B. 2020. Feedback in Reflective Journals Fosters Reflection Skills of Student Teachers. Psychology Learning and Teaching. Vol. 20 (1). doi/10.1177/1475725720966190.

Pintrich, P. R., & De Groot, E. V. 1990. Motivational and Self-Regulated Learning Components of Classroom Academic Performance. *Journal of Educational Psychology*, 82, 33– 40.

Pintrich, Pau., R. 2002. The role of metacognitive knowledge in learning, teaching, and assessing. *Theory into Practice.* 41(4), 219-225. DOI: 10.1207/s15430421tip4104_3.

Pressley, M., and Ghatala, E. S. 1990. Self-Regulated Learning: monitoring learning from text. *Educational Psychology*, 25, 19–33.

Pressley, M., & Afflerbach, P. 1995. *Verbal Protocols of Reading: the nature of constructively responsive reading*. Hillsdale, NJ: The Erlbaum Group.

Pressley, M. 2002. Metacognition and Self-Regulated Comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), What research has to say about reading instruction, pp. 291-309. Newark, DE: International Reading Association.

Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.). Guilford Press.

Race, P. 2001. Using Feedback to Help Students Learn. New York: Higher Education Academy.

Race, P. 2010. Making Learning Happen (2nd ed.). London: Sage Publications.

Rafiki, A. 2020. Opportunities and challenges of social media to the Islamic banks in Indonesia. In *Economics, Business, and Islamic Finance in ASEAN Economics Community* (Chapter 11). IGI Global. https://doi.org/10.4018/978-1-7998-2257-8.ch011

Rahman, S., Ruhizan, M. Y., Norlena, S. & Shahlan. 2014. The Use of Metacognitive Strategies to Develop Research Skills among Postgraduate Students. *Asian Social Science. 10(19).* E-ISSN 1911-2025. doi:10.5539/ass.v10n19p271

Rapp, D. N., & Van Den Broek, P. 2005. Dynamic Text Comprehension: an integrative view of reading. *Current Directions in Psychological Science*, 14, 276–279.

RAND Reading Study Group. 2002. Reading for Understanding: toward an R & D program in reading comprehension. Washington, DC: Office of Education Research and Improvement, U.S. Department of Education.

, M., Mehrabi Kermani, E., & Khabir, M. 2017. The relationship between etacognitive reading strategies use and reading comprehension chievement of EFL learners. *Open Journal of Modern Linguistics,* 7(2), 5–74. https://doi.org/10.4236/ojml.2017.72006

Reis, S. M., McGuire, J. M., & Neu, T. W. 2000. Compensation strategies used by high-ability students with learning disabilities.

Reis, H. T., Sheldon, K. M., Gable, S. L., Roscoe, J., & Ryan, R. M. 2000. Daily well-being: The role of autonomy, competence, and relatedness. *Personality and Social Psychology Bulletin, 26*(4), 419–435. https://doi.org/10.1177/0146167200266002

Richard, J. C. 1997. *From Reader to Reading Teacher (Issues and Strategies for Second Language Classrooms).* New York: Cambridge University Press.

Ridley, D.S., Schutz, P.A., Glanz, R.S., and Weinstein, C.E. 1992. Self-regulated learning: the interactive influence of metacognitive awareness and goal-setting. *Journal of Experimental Education*, 60, 293-306.

Rifa'i, M., & Anni, C.T. 2012. *Psikologi Pendidikan*. Semarang: UNNES Press.

Sadler, D. R. 1989. Formative Assessment and the Design of Instructional Systems. *Instructional Science*, 18, 119-144.

Sadler, D. R. 2010. Beyond Feedback: developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*, 35 (5), 535–550.

Santrock, J. W. 2008. *Psikologi Pendidikan* (Edisi kedua). Jakarta: Kencana Prenada Media Group.

Scarborough, H. S. 1998. Early Identification of Children at Risk for Reading Disabilities: phonological awareness and some other promising predictors. In B. K. Shapiro, P. J. Accardo, & A. J. Capute (Eds.), *Specific Reading Disability: A View of the Spectrum,* pp. 75-119. Timonium, MD: York Press.

Schunk, D. H., & Rice, J. M. 1987. Enhancing Comprehension Skill and Self-Efficacy with Strategy Value Information. *Journal of Reading Behavior*, 19, 285-302.

Schunk, D. H., & Rice, J. M. 1989. Learning Goals and Children's Reading Comprehension. *Journal of Reading Behavior*, 21, 279-293.

Schunk, Dale H. & Jo Mary Rice. 1991. Learning Goals and Progress Feedback during Reading Comprehension Instruction. *Journal of Reading Behavior.* Vol. XXIII (No. 3).

Schunk, D. H., & Zimmerman, B. J. (Eds.). 1998. Self-Regulated Learning: from teaching to self-reflective practice. New York: Guilford Press.

Schraw, G., & Dennison, R. S. 1994. Assessing metacognitive awareness. Contemporary Educational Psychology, 19, 460-475.

G., & Moshman, D. 1995. Metacognitive Theories. *Educational sychology Review*, 7, 351–371.

G. 1998. Promoting General Metacognitive Awareness. Instructional cience 26(1):113–125. Kluwer Academic Publisher.

Schunk, D. H., & Greene, J. A. (Eds.). 2018. *Handbook of self-regulation of learning and performance* (2nd ed.). Routledge.

Semtin, S., & Maniam, M. 2015. Reading strategies among ESL Malaysian secondary school students. International Journal of Evaluation and Research in Education (IJERE), 4(2), 54-61.

Setiyadi, A. B., Sukirlan, M., & Mahpul. 2016. How successful learners employ learning strategies in an EFL setting in the Indonesian context. *English Language Teaching, 9*(8), 28–38. https://doi.org/10.5539/elt.v9n8p28

Shah, S. G. Muhammad, Zahid Ali, and Nazir Ahmad. 2024. Analytical study of Awareness of Metacognitive Reading Strategies and Reading Comprehension among College Students. Voyage Journal of Educational Studies (VJES). Vol. 4 (1). E-ISSN: 2790-7171.

Sheorey, R., & Mokhtari, K. 2001. Differences in the Global Awareness of Reading Strategies among Native and Non-Native Readers. System, 29, 431-449.

Shute, V. J. 2008. Focus on Formative Feedback. *Review of Educational Research*, 78(1), 153-189. doi:10.3102/0034654307313795.

Siegler, R. S., & Alibali, M. W. 2005. *Children's thinking* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Snow, C. E. 2002. Reading for understanding: Toward a research and development program in reading comprehension. Santa Monica, CA: RAND.

Solak, Ekrem, & Firat A. 2014. The Reading Strategies Used by Prospective English Teachers in Turkish ELT Context. *International Online Journal of Education and Teaching*, Vol 1 (No. 3).

Spada, N., & Fro¨hlich, M. 1995. COLT. Communicative Orientation of Language Teaching Observation Scheme: coding conventions and applications. Sydney, Australia: National Centre for English Language Teaching and Research.

Stephanou, G., & Mpiontini, M. 2017. Metacognitive Knowledge and Metacognitive Regulation in Self-Regulatory Learning Style, and in Its Effects on Performance Expectation and Subsequent Performance across Diverse School Subjects. *Psychology, 8,* 1941-1975.

Stebner, Ferdinand, Corinna Schuster, Xenia-Lea Weber, Samuel Greiff, Detlev Leutner, and Joachim Wirth. 2022. Transfer of Metacognitive Skills in Self-Regulated Learning: effects on strategy application and content and content knowledge acquisition. *Metacognition and Learning,* 17, pp. 715-744.

L., & Glenn, C. G. 1979. An Analysis of Story Comprehension in lementary School Children. In R. O. Freedle (Ed.), *New Directions in iscourse Processing*, Vol. 2, pp. 53–120. Hillsdale, NJ: Lawrence Erlbaum ssociates, Inc.

Su, C. 2001. Evaluation of Reading Skills Applied in the First-year College English Reading Course, presented at the Tenth International Symposium on English Teaching. Taipei: Crane, 2001.

Sudjana. 1996. Teknik Analisis Regresi dan Korelasi. Tarsito: Bandung.

Sugiyono. 2015. *Metode Penelitian Kombinasi (Mixed Method).* Bandung: Alfabeta.

Swanson, H. L. 1990. Influence of metacognitive knowledge and aptitude on problem solving. *J. Educ. Psychol.,* 82, 306-314.

Tanner, K., D. 2002. Feature approach to biology teaching and learning: Promoting students metacognition. *CBE-Life Sciences Education*. Vol. 11, 113-120.

Taraban, Roman, Marcel, K., & Kimberley, R. 2004. Analytic and pragmatic factors in college students' metacognitive reading strategies. *Reading Psychology*. 25: 67-81. DOI: 10.1080/02702710490435547.

Tarricone, P. 2011. The Taxonomy of Metacognition. Hove: Psychology Press.

Thomas, G. 2003. Conceptualisation, Development and Validation of An Instrument for Investigating the Metacognitive Orientations of Science Classroom Learning Environments: The Metacognitive Orientation Learning Environment Scale–Science (MOLES–S). *Learning Environment Research*, 6, 175–197.

Toprak, Elif Lelya, & Gamze Almacıoğlu. 2009. Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners. *Journal of Language and Linguistic Studies,* Vol.5 (1).

Topping, K. (1998) Peer assessment between students in colleges and universities. *Review of Educational Research*, 68, 249-276. http://dx.doi.org/10.3102/00346543068003249

Trabasso, T., Secco, T., & van den Broek, P. 1984. Causal Cohesion and Story Coherence. In H. Mandl, N. L. Stein, & T. Trabasso (Eds.), *Learning and Comprehension of Text,* pp. 83–111. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Tunstall, P., & Gipps, C. 1996. Teacher feedback to young children in formative assessment: A typology. *British Educational Research Journal, 22*(4), 389-404. https://doi.org/10.1080/0141192960220402

Ur, P. A. 1996. *Course in Language Teaching: practice and theory*. Cambridge: Cambridge University Press.

-Wolters, B. 2000. Assessing Active Self-Directed Learning. In R. Simons, van der Linden, & T. Duffy (Eds.). *New Learning,* pp. 83–101. Dordrecht: luwer Publisher.

Van den Broek, P., Kendeou, P., Kremer, K., Lynch, J. S., Butler, J., White, M. J., & Lorch, E. P. 2005. Assessment of Comprehension Abilities in Young Children. In S. Stahl & S. Paris (Eds.), Children's Reading Comprehension and Assessment, pp. 107–130. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Van Peppen, L. M., Verkoeijen, P. P. J. L., Heijltjes, A. E. G., Janssen, E. M., Koopmans, D., & van Gog, T. 2018. Effects of self-explaining on learning and transfer of critical thinking skills. *Frontiers in Education, 3*, Article 100. https://doi.org/10.3389/feduc.2018.00100

Veenman, M. V. J., Elshout, J. J., & Groen, M. G. M. 1993. Thinking Aloud: does it affect regulatory processes in learning. *Tijdschrift voor Onderwijsresearch*, 18, 322–330.

Veenman, M. V. J., Wilhelm, P., & Beishuizen, J. J. 2004. The Relation between Intellectual and Metacognitive Skills from A Developmental Perspective. *Learning and Instruction*, 14, 89–109.

Veenman, M. V. J., & Spaans, M. A. 2005. Relation between Intellectual and Metacognitive Skills: age and task differences. *Learning and Individual Differences*, 15, 159–176.

Veenman, M.V.J., Van Hout-Walters, B. & Afflerbach, Peter. 2006. Metacognition and Learning: Conceptual and Methodological Considerations. *Metacognition Learning,* 1, pp. 3-14. Doi 10.1007/s11409-006-6893-0.

Veenman, M. V. J. 2011. Learning to Self-Monitor and Self-Regulate. In R. Mayer, & P. Alexandre (Eds.). *Handbook of Research on Learning and Instruction, pp. 197-218.* New York: Routledge.

Vitale, Michael R. & Nancy R. Romance. A Knowledge-Based Framework for Unifying Content-Area Reading Comprehension and Reading Comprehension Strategies. 2006. In McNamara, D. S. (Ed.) Reading Comprehension Strategies: theories, interventions, and technologies, pp. 73-104. New York: Lawrence Erlbaum Associates.

Vygotsky, L. S. 1978. Mind in Society: The Development of Higher Psychological Processes, Harvard University Press, Cambridge, MA.

Wade, S. E., Trathen, W., & Schraw, G. 1990. An analysis of spontaneous study strategies. Reading Research Quarterly, 25(2), 147-166.

Wagner, R. & Sternberg, R. J. 1984. Alternative Conceptions of Intelligence and their Implications for Education. Review of Educational Research.

Wallace, Mike & Alison Wray. 2011. Critical Reading and Writing for Postgraduates 2nd Edition. London: Sage Publication Ltd.

2014. Metacognitive reading strategy enhancing English reading comprehension. *At-Turats* Vol 8 (1). E-ISSN: 2502-8359.

Waris, Ahmad Mustamir. 2022. Reading Materials for Islamic Study based on Need Analysis and Blended Learning. (Dissertation Doctoral, UNM). Unpublished.

Webb, Stuart. 2007. Learning Word Pairs and Glossed Sentences: the effects of a single context on vocabulary knowledge. *Language Teaching Research,* 11(1), pp. 63–81.

Westwood, Peter. 2001 Reading and Learning Difficulties: approaches to teaching and assessment. ACER PRESS.

Westwood, Peter. 2004. Reading and Learning Difficulties Approaches to Teaching and Assessment. Great Britain. David Fulton Publishers.

Whitebread, D. 1999. Interactions between Children's Metacognitive Abilities, Working Memory Capacity, Strategies and Performance during Problem-Solving. *European Journal of Psychology of Education*, 14, 489–507.

Whitebread, David, Holly Anderson, Penny Coltman, Charlotte Page, Deborah Pino Pasternak, & Sanjana Mehta. 2005. Developing Independent Learning in the Early Years', *Education* 3-13, 33(1), pp. 40 — 50. DOI: 10.1080/03004270585200081

Wijaya, K. F., & Concilianus, L. M. 2022. The important role of metacognitive strategies in Indonesian EFL reading learning contexts. *UC Journal.* 3(1). 11-23. e-ISSN 2774-9401.

Williams, E. Reading in the Language Classroom, London: Macmillan, 1994.
Winne, P. H., & Hadwin, A. F. 2008. The Weave of Motivation and Self-Regulated Learning. In D. H. Schunk & B. J. Zimmerman (Eds.), Motivation and Self-Regulated Learning: theory, research, and applications, pp. 297– 314. Mahwah, NJ: Erlbaum.

Winne, P. H. 2018. Cognition and metacognition within self-regulated learning. In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance* (2nd ed., pp. 36–48). Routledge.

Winne, P. H., & Azevedo, R. 2022. Metacognition and self-regulated learning. In R. K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (3rd ed., pp. 121–139). Cambridge University Press.

Wirth, S. B., Bouffard, D., & Zopfi, J. 2020. Hydrochemical, hydrophysical and sedimentological properties of the chimney mud of pockmark Chez-le-Bart (CB) in Lake Neuchatel, Switzerland in 2017 [Dataset]. *PANGAEA*. https://doi.org/10.1594/PANGAEA.918634

Yorke, M. 2003. Formative Assessment in Higher Education: moves towards theory and the enhancement of pedagogic practice. *Higher Education*, Vol. 45, pp. 477–501.

onglan, & Zhang Lawrence Jun. 2019. Metacognition and Self Regulated earning (SRL) in Second/Foreign Language Teaching. X. Gao (Ed.).

Second Handbook of English Language Teaching. Switzerland: Springer International.

Zhang, L. J. 2008. Constructivist Pedagogy in Strategic Reading Instruction: exploring pathways to learner development in the English as a second language (ESL) classroom. *Instructional Science*, 36(2), 89–116.

Zhang, D. and Goh, C. 2006. Strategy knowledge and perceived strategy use: Singaporean students' awareness of listening and speaking strategies. *Language Awareness, 15., 199-219.*

Zhang, L., & Seepho, S. 2013. Metacognitive strategy use and academic reading achievement: insights from a Chinese context. Electronic Journal of Foreign Language Teaching, 10(1), 54-69.

Zimmerman, B. J., & Martinez-Pons, M. 1990. Student Differences in Self-Regulated Learning: relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, 82, 51–59.

Zimmerman, B. J. 1995. Self-Regulation Involves more than Metacognition: a social cognitive perspective. *Educational Psychologist,* 30, 217–221.

Zimmerman, B. J. 201). From Cognitive Modeling to Self-Regulation: a social cognitive career path. *Educational Psychologist*, 48, 135–147.

ACTFL. 2025. https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/provide-effective-feedback(accessed on February 2025)

Cambridge Online Dictionary. 2025. https://dictionary.cambridge.org/dictionary/english/strategy?q=strategy (accessed in January 2023)

CNN. 2023. https://www.cnnindonesia.com/gaya-hidup/20221119141305-284-875876/warga-ri-tak-fasih-berbahasa-inggris-posisi-ke-81-dari-111-negara (accessed in January 2023)

Collins Online Dictionary. 2023. https://www.collinsdictionary.com/dictionary/english/strategy (accessed in January 2023)

Kemdikbud. 2023. https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/14179832698137-Struktur-Kurikulum-Merdeka-dalam-Setiap-Fase 7/24-2023 (accessed on August 2023)

Marga, Nopsi. 2024. https://www.pikiran-rakyat.com/pendidikan/pr-017940687/20-bahasa-yang-paling-banyak-digunakan-di-dunia-per-2024-bahasa-indonesia-urutan-berapa?page=all (accessed on Mei 2024)

Oxford Online Dictionary. 2025. https://www.oxfordlearnersdictionaries.com/ (accessed on March 2024)

Visi Misi TBI FTIK. 2025. https://ftik.iainptk.ac.id/tadris-bahasa-inggris/ (accessed on March 2025)

Zulfikar, Fahri. 2022. https://www.detik.com/edu/detikpedia/d-6478219/20-bahasa-yang-paling-banyak-digunakan-di-dunia-bahasa-jawa-indonesia-masuk (accessed on February 2023)