REFERENCES

- Beach, P. T., Anderson, R. C., Jacovidis, J. N., & Chadwick, K. L. (2020). Making The Abstract Explicit: The Role Of Metacognition In Teaching And Learning. (August).
- Cambridge Assessment International Education Official Website. (n.d.). Retrieved August 8, 2022, from https://www.cambridgeinternational.org/
- Channa, M. A., Nordin, Z. S., Siming, I. A., & Chandio, A. A. (2015). Developing Reading Comprehension through Metacognitive Strategies: A Review of Previous Studies. 8(8), 181–186. https://doi.org/10.5539/elt.v8n8p181
- Chevalier, T. M., Parrila, R., Ritchie, K. C., & Deacon, S. H. (2017). The Role of Metacognitive Reading Strategies, Metacognitive Study and Learning Strategies, and Behavioral Study and Learning Strategies in Predicting Academic Success in Students With and Without a History of Reading Difficulties. https://doi.org/10.1177/0022219415588850
- Creswell, J. W., & Creswell, J. D. (2018). Research and Design Qualitative,

 Quantitative and Mixed Methods Approaches. In *Thousand Oaks*California.
- dan Krathwohl, A. (2001). Anderson and Krathwohl Understanding the New Version of Bloom 's Taxonomy The Cognitive Domain: Anderson and Krathwohl Bloom 's Taxonomy Revised. A Succinet Discussion of the Revisions to Bloom's Classic Cognitive Taxonomy by Lorin Anderson and David Krathwohl and How to Use Them Effectively.
- Grabe, W., & Stoller, F. L. (2002). Teaching reading: sound foundations and effective practices. *Teaching and Researching Reading*.
- Iobidze, M. (2019). Effective Metacognitive Strategies to Boost English as a Foreign Language Reading Comprehension. 4(2), 116–137.
- Lai, E. R. (2011). Metacognition: A Literature Review Research Report. (April).
- Latifah, M., Hartati Suradijono, S. R., & Retno Mursitolaksmi, L. (2018). The Use of Metacognitive Strategies in Reading and their Influence on Reading Comprehension of Junior High School Students in the Upland Region of Java (Vol. 135).

- Mara, U. T., Mara, U. T., & Mara, U. T. (2011). Metacognitive strategy training through the cognitive academic language learning approach (CALLA) as a way to improve reading comprehension performance among students of an English language course at UiTM Penang. *Malaysian Journal of ELT Research*, 7(1), 64–93.
- Miles, M., Huberman, A. M., & Saldana, J. (2014). *Qualatitative Data Analysis, A Methods Source Book.* 381.
- Mumary, A. (2017). FOREIGN LANGUAGE Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia.
- Othman, Y., Mahamud, Z., & Jaidi, N. (2014). The Effects of Metacognitive Strategy in Reading Expository Text. 7(13). https://doi.org/10.5539/ies.v7n13p102
- Patton, M. Q. (2002). Qualitative research and evaluation methods. *Qualitative Inquiry*, 3rd, 598. https://doi.org/10.2307/330063
- Pintrich, P. R. (2010). The Role of Metacognitive Knowledge in Learning, Teaching, and Assessing. *Theory Into Practice*, 41(906706830), 219–225.
- Sarimanah, E. (2016). Efeectivenes Of PQ4R Metacognitive Strategy Based Reading Learning Models in Junior High School. *IJLECR INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION AND CULTURE REVIEW*. https://doi.org/10.21009/ijlecr.021.08
- Siswati, B. H., & Corebima, A. D. (2017). The Effect of Education Level and Gender on Students' Metacognitive Skills in Malang, Indonesia. *Advances in Social Sciences Research Journal*, 4(4), 163–168. https://doi.org/10.14738/assrj.44.2813
- Taraban, R., Kerr, M., & Rynearson, K. (2010). ANALYTIC AND PRAGMATIC FACTORS IN COLLEGE STUDENTS 'METACOGNITIVE READING STRATEGIES. (October 2013), 37–41. https://doi.org/10.1080/02702710490435547
- Tavakoli, H., & Koosha, M. (2016). The effect of explicit metacognitive strategy instruction on reading comprehension and self-efficacy beliefs: The case of Iranian University EFL students. *Porta Linguarum*, 2016(25), 119–133.

- Vandergrift, L. (2002). 'It Was Nice to See That Our Predictions Were Right': Developing Metacognition in L2. 4.
- Vianty, M. (2007). The comparison of students' use of metacognitive reading strategies between reading in Bahasa Indonesia and in English. *International Education Journal*, 8(2), 449–460.
- W.Creswell, J., & Creswell, J. D. (2018). Research Design Qualitative, Quantitative, and Mixed Methods Approaches. In SAGE Publications Inc (Vol. 1).
- Wengrowicz, N., Dori, Y. J., & Dori, D. (2018). Metacognition and Meta-assessment in Engineering Education. https://doi.org/10.1007/978-3-319-66659-4-9
- Zhang, L. (n.d.). Metacognitive and Cognitive Strategy Use in Reading Comprehension.

