

REFERENCE

- Ambarwati, S. (2019). *Solving the Difficulties of Reading Comprehension Through Metacognitive*. 1–9.
- Annury, M. N., Mujiyanto, J., Saleh, M., & Sutopo, D. (2021). *The Use of Metacognitive Strategies in EFL Reading Comprehension*. 2021(January 2020). <https://doi.org/10.2991/icas-19.2019.13>
- Aziz, Z. A., Nasir, C., & Ramazani, R. (2019). Applying Metacognitive Strategies in Comprehending English Reading Texts. *Celt: A Journal of Culture, English Language Teaching & Literature*, 19(1), 138. <https://doi.org/10.24167/celt.v19i1.1863>
- Bria, M. G., & Mbato, C. L. (2019). METACOGNITIVE STRATEGIES OF UNDERGRADUATE AND POSTGRADUATE STUDENTS IN READING. *LLT Journal: A Journal on Language and Language Teaching*, 22(1), 46–57.
- Celik, B. (2017). Effects of Extensive Reading on Learners: How It Develops Certain Points in Vocabulary and Sentence Structure. *International Journal of English Linguistics*, 8(2), 73. <https://doi.org/10.5539/ijel.v8n2p73>
- Daguay-James, H., & Bulusan, F. (2020). Metacognitive strategies on reading english texts of ESL freshmen: A sequential explanatory mixed design. *TESOL International Journal*, 15(1), 20–30.
- Delfi, S., & Yamat, H. (2017). Extensive Reading in Developing Language Competency for Indonesian EFL Learners Majoring in English. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 1(2), 153. <https://doi.org/10.21093/ijeltal.v1i2.20>

- Delgadova, E. (2015). Reading Literacy as One of the Most Significant Academic Competencies for the University Students. *Procedia - Social and Behavioral Sciences*, 178(June), 48–53. <https://doi.org/10.1016/j.sbspro.2015.03.145>
- Deliany, Z., & Cahyono, B. Y. (2020). Metacognitive reading strategies awareness and metacognitive reading strategies use of efl university students across gender. *Studies in English Language and Education*, 7(2), 421–437. <https://doi.org/10.24815/siele.v7i2.17026>
- Djudin, T. (2017). Using Metacognitive Strategies to Improve Reading Comprehension and Solve a Word Problem. *JETL (Journal Of Education, Teaching and Learning)*, 2(1), 124. <https://doi.org/10.26737/jetl.v2i1.151>
- Fang, Q. I. (2007). *Classroom Research and Action Research : Principles and Practice in EFL Classroom*. 5(1), 38–43.
- Hapsari, A. D. (2019). Metacognitive Strategy Training in The Teaching of Reading Comprehension: Is It Effective in EFL Classroom? *LangEdu Journal*, 14.
- Kartawijaya, S. (2017). Analysis of the Students ' Reading Comprehension in. *Analysis of the Students' Reading Comprehension in Comprehending Descriptive Text*, 2(3), 80–87. <http://dx.doi.org/10.22216/jcc.v2i3.2695>
- Kasim, U., & Raisha, S. (2017). *EFL STUDENTS' READING COMPREHENSION PROBLEMS: LINGUISTIC AND NON-LINGUISTIC COMPLEXITIES*. 308–321.
- Kozma, R. B. (1991). Learning with Media. *Review of Educational Research*, 61(2), 179. <https://doi.org/10.2307/1170534>
- Miqawati, A. H., & Sulisty, G. H. (2019). The PQRST strategy, reading

comprehension, and learning styles. *Indonesian Journal of Applied Linguistics*, 4(1), 123–139. <https://doi.org/10.17509/ijal.v4i1.605>

Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The effect of metacognitive strategies implementation on students' reading comprehension achievement. *International Journal of Instruction*, 13(2), 847–862. <https://doi.org/10.29333/iji.2020.13257a>

Prihadi, B. (2014). Penerapan Langkah-Langkah Pembelajaran Dengan Pendekatan Saintifik Dalam Kurikulum 2013. *In House Training Implementasi Kurikulum 2013 Di SMPN 8 Kota Pekalongan Tanggal 23-24 Mei 2014*, 1–8.

Rintaningrum, R., & Aldous, C. (2017). *The Influence of Student Background Characteristics on Proficiency in English as a foreign language : Indonesian Context*. 10, 112–128.

Sartika, N., & Nurdin, M. (2019). Students' Ability in Writing Descriptive Text Based on Its Generic Structure At the Tenth Grade Student of Vocational High School. *PROJECT (Professional Journal of English Education)*, 2(4), 436. <https://doi.org/10.22460/project.v2i4.p436-441>

Susanti, Y., Pd, M., & Pd, M. (2018). *ARTICLE THE IMPACT OF METACOGNITIVE STRATEGY: PREVIEW- QUESTION-READ-SUMMARIZE- TEST (PQRST) TO THE STUDENTS ' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH KEDIRI By: GHEA RISMA Guided By: FACULTY OF TEACHER TRAINING AND EDUCATION.*

Taladngoen, U., Palawatwichai, N., Estaban, R. H., & Phuphawan, N. (2020). A

study of factors affecting EFL tertiary students' reading comprehension ability. *Rangsit Journal of Educational Studies*, 7(1), 12–21.

Teng, F. (2020). The benefits of metacognitive reading strategy awareness instruction for young learners of English as a second language. *Literacy*, 54(1), 29–39. <https://doi.org/10.1111/lit.12181>

Wijayanti, S. (2020). *Indonesian Students' Reading Literacy*. 390(Icracos 2019), 61–65. <https://doi.org/10.2991/icracos-19.2020.13>

Yambi, T. de A. C. (2018). Assessment and evaluation in education. *Academic Press, July*, 1–9.

Zulaikah, Agustina, E., & Muklas, M. (2021). AN ANALYSIS STUDENT'S ABILITY IN WRITING DESCRIPTIVE TEXT OF SECOND SEMESTER OF ENGLISH EDUCATIONAL PROGRAM AT STKIP NURUL HUDA OKU TIMUR. *Nuevos Sistemas de Comunicación e Información*, X(1), 2013–2015.

Zulfitriyani, Simaibang, B., & Sari, A. P. (2021). The Influence of Preview, Question, Read, Summary, Test (PQRST) Method and Learning Strategies Towards Students' Reading Ability at SMPN 5 Banyuasin III. *Proceedings of the International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*, 565(INCoEPP), 933–935. <https://doi.org/10.2991/assehr.k.210716.185>