REFERENCES

- Abu-Snoubar, T. K. (2017). English as a foreign language learners' major and meta-cognitive reading strategy use at Al-Balqa Applied University. *English Language Teaching*, 10(9), 69. https://doi.org/https://doi.org/10.5539/elt.v10n9p69
- Aglina, E. F., Rohmatillah, & Syamsiah, N. (2020). The correlation between students' metacognitive awareness and their anxiety in writing performance. *English Education: Jurnal Tadris Bahasa Inggris*, 13(1), 63–74. https://doi.org/https://doi.org/10.24042/ee-jtbi.v13i1.6594
- Anderson, N, J. (2002). The role of metacognition in second language teaching and learning. ERIC Clearinghouse on Languages and Linguistics.
- Ary, D., Jacobs, L. C., Sorensen, C., and Razavieh, A. (2010). *Introduction to research in education* (8th ed). Wadsworth Cengage Learning.
- Bahri, D. S. (2019). The correlation between students' vocabulary mastery and their reading comprehension at the seventh grade students' of MTs Daarul Ihsan. *PROJECT (Professional Journal of English Education)*, 1(2), 77–84. https://doi.org/10.22460/project.v1i2.p77-84
- Brevik, L. M. (2019). Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom observation in English L2. *Reading and Writing*, 32(9), 2281–2310. https://doi.org/10.1007/s11145-019-09951-w
- Brown, H. D. (2004). Language assessment: Principle and classroom practice. Pearson Education ESL.
- Chrisbianto, A. S., & Aeni, N. (2022). Student difficulties on reading comprehension in explanation text at Eleventh Grade Students of SMAN 1 Makassar. *Journal of Excellence in English Language Education*, 1(4), 432–433.
- Cohen, L., Manion, L., and Morrison, K. (2000). Research methods in education (5th ed.). Taylor and Francis e-Library.
- Creswell, J. W. (2012). Educational research planning, conducting, and evaluating quantitative and qualitative research (4th ed). Pearson Education, Inc.
- Curtis, E., Comiskey, C., & Dempsey, O. (2016). Importance and use of correlational research. *Nurse Researcher*, 23(6), 20–25. https://doi.org/10.7748/nr.2016.e1382
- 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
- Dong, Y., Tang, Y., Chow, B. W. Y., Wang, W., & Dong, W. Y. (2020). Contribution of vocabulary knowledge to reading comprehension among Chinese students: A meta-analysis. *Frontiers in Psychology*, *11*, 1–15. https://doi.org/10.3389/fpsyg.2020.525369
- Duman, B., & Semerci, Ç. (2019). The effect of a metacognition-based instructional practice on the metacognitive awareness of the prospective

- teachers. *Universal Journal of Educational Research*, 7(3), 720–728. https://doi.org/10.13189/ujer.2019.070311
- Elleman, A. M., & Oslund, E. L. (2019). Reading Comprehension Research: Implications for Practice and Policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3–11. https://doi.org/https://doi.org/10.1177/2372732218816339
- Erlina, E., Hayati, R., & Jaya, H. P. (2018). Helping students to write better through reading and writing connections strategy. *International Journal of Applied Linguistics and English Literature*, 7(6), 23. https://doi.org/10.7575/aiac.ijalel.v.7n.6p.23
- Fahrurrozi, Dr. (2017). Relationship between students' reading interest and vocabulary mastery with reading comprehension ability. *9th International Conference for Science Educators and Teachers (ICSET)*, *118*, 357–363. https://doi.org/10.2991/icset-17.2017.59
- Fraenkel, Jack. R., & Wallen, Norman. E. (2009). How to design and evaluate research in education (7th ed.). The McGraw-Hill Companies, Inc.
- Fulcher, G. and Davidson, F. (2007). Language testing and assessment an advanced resource book. Routledge.
- Garod, L. (1994). Language assessment and principles and classroom practices. Person Education Inc.
- Gay, L. R., Mills, G. E., and Airasian, P. (2012). *Educational research* (10th ed). Pearson Education, Inc.
- Ghaith, G., & El-Sanyoura, H. (2019). Reading comprehension: The mediating role of metacognitive strategies. Reading in a Foreign Language, 31(1), 19-43.
- Goyi, N., Kamaruddin, R., Seruji, Z., & Aina Dani, N. (2021). The effects of reading strategy awareness on L2 comprehension performance among the Rungus in North Borneo. *Advances in Language and Literary Studies*, 12(4), 128. https://doi.org/10.7575/aiac.alls.v.12n.4.p.128
- Gu, T. (2017). The effect of vocabulary knowledge on Chinese English learners' reading comprehension. *International Journal of English Linguistics*, 7(4), 45. https://doi.org/10.5539/ijel.v7n4p45
- Johnson, A. P. (2008). Teaching reading and writing a guide book form tutoring and remediating students. British Library Cataloguing.
- Kilpatrick, D. A., Wagner, R. K., & Joshi, R. M. (2019). Reading development and difficulties: Bridging the gap between research and practice. In *Reading Development and Difficulties*. Springer Netherlands. https://doi.org/https://doi.org/10.1007/978-3-030-26550-2
- Kothari, C. R. (2004). Research methodology: Method and techniques (2nd ed.). New Age Internaional Publishers.
- Lahagu, Y., Pangaribuan, J. J., & Prayuda, M. S. (2020). Improving students' reading comprehension on narrative texts through Experience Text Relationship (ETR) method at SMA Swasta Palapa Medan in the academic year of 2020/2021. *Kairos ELT Journal*, *4*(2), 66–79. https://doi.org/https://dx.doi.org/10.54367/kairos.v4i2.1137
- Lapele, D. A. (2022). Metacognitive awareness inventory (MAI) students in online learning. *JPP (Jurnal Pendidikan Dan Pembelajaran)*, 29(1), 6–13. https://doi.org/10.17977/um047v29i12022p006

- Latifa, N., & Manan, A. (2018). Teaching narrative text by using preview, question, read, state, and test (PQRST) technique. *English Education Journal*, 9(2), 243–260. https://jurnal.usk.ac.id/EEJ/article/view/11547
- Lervåg, A., Hulme, C., & Melby-Lervåg, M. (2018). Unpicking the developmental relationship between oral language skills and reading comprehension: It's simple, but complex. *Child Development*, 89(5), 1821–1838. https://doi.org/10.1111/cdev.12861
- Lusianah, N. (2017). Reading habit, vocabulary mastery and reading comprehension of secondary school students of Patra Mandiri. *The Journal of English Literacy Education (The Teaching and Learning of English as A Foreign Language*, 4(2), 132–146. https://doi.org/https://doi.org/10.36706/jele.v4i2.5627
- Manihuruk, D. H. (2020). The correlation between EFL students' vocabulary knowledge and reading comprehension: A case study at the English education department of Universitas Kristen Indonesia. *Journal of English Teaching*, 6(1), 86–95.
- Maryam, I. S., Ihrom, S. M., & Nurlaelawati, I. (2019). The correlation between metacognitive reading strategies and reading comprehension among 1st year EFL students at a Public University in West Java. *Eleventh Conference on Applied Linguistics (CONAPLIN 2018)*, 436–446. https://doi.org/https://doi.org/10.2991/conaplin-18.2019.84
- Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of Developmental Education*, 25(3), 2–10.
- 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
- Nurwanti, N., Asrifan, A., & Haedar, H. (2019). The application of cooperative learning: Jigsaw II technique in improving students 'reading comprehension of expository text. *Journal of Advanced English Studies*, 2(1), 31–40. https://doi.org/http://dx.doi.org/10.47354/jaes.v2i1.52
- Patel, M. F., & Jain, M. P. (2008). English language teaching methods, tools, technique. Sunrise Publishers & Distributors.
- Patten, M. L., & Newhart, M. (2017). Understanding research methods: An overview of the essentials. In *Routledge* (10th ed.). https://doi.org/10.4324/9781315213033
- Raskova, L. O., Fitri Anggarini, I., Ibrahim Malang, M., & Miftahul Huda Ngadireso, M. (2020). Teaching vocabulary through picture cards in Islamic Elementary School a case study in Nida Suksa School, Thailand. *Jurnal Pendidikan Dan Pembelajaran Dasar*, 13(1), 26–36.
- Schraw, G. & Dennison, R. S. (1994). Metacognitive awareness inventory (MAI). what is metacognition? *Contemporary Educational Psychology*, 19, 460–475.
- Setyowati, M., Latifa, A. K., Pratiwi, E., & Mabagits, S. (2020). Student's vocabulary mastery on TOEFL test: Does it correlate with reading comprehension? *International Conference on English Language Teaching (ICONELT 2019)*, 434(Iconelt 2019), 245–249. https://doi.org/https://doi.org/10.2991/assehr.k.200427.048

- Sismona, S. (2020). The effect of using video on students' vocabulary mastery. *Proceedings of the 2nd International Conference Innovation in Education (ICoIE 2020)*, 331–336. https://doi.org/10.2991/assehr.k.201209.244
- Sitepu, J. B. (2018). A correlation between vocabulary and sentence structure mastery towards reading comprehention of private university students in West Jakarta. *Journal of English Language and Literature (JELL)*, *3*(02), 11–19. https://doi.org/10.37110/jell.v3i02.49
- Snow, C. E. (2002). Reading for understanding toward a research and development program in reading comprehension. RAND.
- Sudiapermana, E., & Setiawan, B. (2022). Validity and reliability of measurement instruments of educative family life. *Cypriot Journal of Educational Sciences*, 17(5), 1727–1741. https://doi.org/10.18844/cjes.v17i5.7275
- Suryanto, B. T., Imron, A. A., Ayu, D., & Prasetyo, R. (2021). The correlation between students' vocabulary mastery and speaking skill. *International Journal of English Education & Linguistics*, 03(01), 10–19. https://doi.org/https://doi.org/10.33650/ijoeel.v3i1.2042
- Teng, F. (2019). The benefits of metacognitive reading strategy awareness instruction for young learners of English as a second language. *The United Kingdom Literacy Association*, 1–11. https://doi.org/https://doi.org/10.1111/lit.12181
- 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
- Villanueva, J. M. (2022). Language profile, metacognitive reading strategies, and reading comprehension performance among college students. *Cogent Education*, 9(1). https://doi.org/10.1080/2331186X.2022.2061683
- Yeboah, J. (2021). The principles underlying what is communicated and not said: A cursory discussion of Grice's cooperative principle and its maxims. *Journal of English Language Teaching and Applied Linguistics*, 3(5), 10–17. https://doi.org/10.32996/jeltal.2021.3.5.2
- Yüksel, I., & Yüksel, I. (2012). Metacognitive awareness of academic reading strategies. *Procedia Social and Behavioral Sciences*, 31(2011), 894–898. https://doi.org/10.1016/j.sbspro.2011.12.164
- Yuliawati, L. (2018). The effects of grammar and vocabulary mastery on students' reading comprehension. *Wanastra: Jurnal Bahasa Dan Sastra*, 10(1), 1–8. https://doi.org/10.31294/w.v10i1.2710
- Zhang, D., & Xiaoxi, S. (2022). Developmental interdependence between word decoding, vocabulary knowledge, and reading comprehension in young L2 readers of Chinese (1st ed.). Routledge. https://doi.org/10.4324/9781003029038-10