

REFERENCES

- Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017). Rethinking the use of tests: A meta-analysis of practice testing. *Review of Educational Research*, 87(3), 659–701. <https://doi.org/10.3102/0034654316689306>
- Artelt, C., & Schneider, W. (2015). Cross-country generalizability of the role of metacognitive knowledge in students' strategy use and reading competence. *Teachers College Record*, 117(1), 1–32.
- Banditvilai, C. (2020). The effectiveness of reading strategies on reading comprehension. *International Journal of Social Science and Humanity*, 10(2), 46–50. <https://doi.org/10.18178/ijssh.2020.v10.1012>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In P. D. Pearson (Ed.), *Handbook of reading research*.
- Bunting, L., af Segerstad, Y. H., & Barendregt, W. (2021). Swedish teachers' views on the use of personalised learning technologies for teaching children reading in the English classroom. *International Journal of Child-Computer Interaction*, 27, 100236. <https://doi.org/10.1016/j.ijcci.2020.100236>
- Cain, K., Oakhill, J., & Lemmon, K. (2004). Individual differences in the inference of word meanings from context: The influence of reading comprehension, vocabulary knowledge, and memory capacity. *Journal of Educational Psychology*, 96(4), 671–681. <https://doi.org/10.1037/0022-0663.96.4.671>
- Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Addison-Wesley.

- Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), 14–26.
- Chamot, A. U. (2020). *Learning strategies in second language acquisition*. Cambridge University Press.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5–51.
- Creswell, J. W., & Poth, C. N. (2025). *Qualitative inquiry and research design: Choosing among five approaches* (6th ed.). SAGE Publications.
- Depren, Ö., & Depren, S. (2022). Structural relationships among metacognitive awareness, self-regulation, and reading achievement: Evidence from PISA data. *Educational Studies*. <https://doi.org/10.1080/03055698.2022.2030000>
- Desyantarningsih, N. M. A., & Artini, L. P. (2022). Reading-related activities in English textbook and the way teacher exploited in the classroom. *Journal of Education Research and Evaluation*, 6(3), 439–448. <https://doi.org/10.23887/jere.v6i3.48583>
- Desyantarningsih, N. M. A., & Artini, L. P. (2022). *Reading-related activities in English textbook and the way teachers exploited them in the classroom*. Jurnal Pendidikan Bahasa Inggris Undiksha, 10(2), 145–154. <https://doi.org/10.23887/jpbi.v10i2.49628>
- Dewi, N. P. S. (2022). Reading comprehension difficulties among junior high school students. *International Journal of Language Education*.
- Dewi, N. P. S., Artini, L. P., & Wahyuni, S. (2023). Reading activities in English textbooks. *Journal of Education and Practice*.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising

- directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4–58.
<https://doi.org/10.1177/1529100612453266>
- Fiorella, L., & Mayer, R. E. (2016). *Learning as a generative activity: Eight learning strategies that promote understanding*. Cambridge University Press.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906–911. <https://doi.org/10.1037/0003-066X.34.10.906>
- Ghaith, G. M. (2003). Effects of the Learning Together model of cooperative learning on English as a foreign language reading achievement, academic self-esteem, and feelings of school alienation. *Bilingual Research Journal*, 27(3), 451–474. <https://doi.org/10.1080/15235882.2003.10162600>
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading* (2nd ed.). Routledge
- Grabe, W. (2019). *Reading in a second language: Moving from theory to practice*. Cambridge University Press.
- Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 403–422). Erlbaum.
- Guthrie, J. T., & Wigfield, A. (2021). Engagement and motivation in reading: Research and practice for the 21st century. *Educational Psychology Review*, 33, 1295–1312. <https://doi.org/10.1007/s10648-020-09577-3>
- Guthrie, J. T., Wigfield, A., & Perencevich, K. C. (2004). *Motivating reading comprehension: Concept-oriented reading instruction*. Erlbaum.
- Hu, T. C., Sung, Y. T., Liang, H. H., Chang, T. J., & Chou, Y. T. (2022). *Relative roles of grammar knowledge and vocabulary in the reading comprehension of EFL elementary-school learners: Direct, mediating, and form/meaning-distinct effects*. *Frontiers in Psychology*, 13, 827007. <https://doi.org/10.3389/fpsyg.2022.827007>

- Klingner, J. K., & Vaughn, S. (1996). Collaborative strategic reading. *Remedial and Special Education*.
- Kharismanto, M. S., & Farani, D. (2022). *Reading Anxiety in EFL Students*.
- Khonamri, F., Azizi, N., Akimjak, A., & Kurilenko, V. (2024). *The Prospects of Reading Circles for Fostering EFL Learners' Motivation to Read and Engagement*.
- Li, M., & Gan, Z. (2022). *Effects of Self-Regulated Learning Strategies on Reading Literacy: The Mediating Role of Reading Motivation and Reading Amount*.
- Lochmiller, C. R., Cho, Y., & Lester, J. N. (2026). *Designing Trustworthy Qualitative HRD Research: Methodological Considerations*. *Human Resource Development Quarterly*.
- Mahayanti, N. W. S., Suwastini, N. K. A., Riastini, P. N., Rachman, D., & Rajab, A. (2024). *On becoming 21st century reading educators: "Are teacher educators and the curriculum critical enough in critical reading instruction?"* *Jurnal Pendidikan Bahasa Inggris Undiksha*, 13(1), 32–43. <https://doi.org/10.23887/jpbi.v13i1.85454>
- Mahadewi, I. A., Candiasa, I. M., & Divayana, D. G. H. (2023). The evaluation of online learning effectiveness in economic course. *Jurnal Pendidikan dan Pengajaran*, 56(3), 473–480. <https://doi.org/10.23887/jpp.v56i3.67710>
- Manzo, A. V., Manzo, U. C., & Albee, J. J. (2004). THIEVES: A pre-reading strategy. *Journal of Adolescent & Adult Literacy*.
- McNamara, D. S. (2020). *Reading comprehension strategies: Theories, interventions, and technologies*. Psychology Press.
- Mokhtari, K., & Reichard, C. A. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94(2), 249–259. <https://doi.org/10.1037/0022-0663.94.2.249>
- Mustopa, R. A., Damamaianti, V. S., Mulyati, Y., & Anshori, D. S. (2024). Challenges of reading literacy assessment in the digital age: An overview of teacher perspectives and competencies. In *Proceedings of the 7th International Conference on Language, Literature, Culture, and Education*

- (*ICOLLITE* 2023) (pp. 408–416). Atlantis Press. <https://doi.org/10.2991/978-94-6463-376-4>
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
- Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical inferencing. *TESOL Quarterly*, 37(4), 645–670. <https://doi.org/10.2307/3588216>
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nguyen, T. L. P. (2022). Teachers' strategies in teaching reading comprehension. *International Journal of Language Instruction*, 1(1), 19–28. <https://doi.org/10.54855/ijli.22113>
- Nisrina, N. (2023). Exploring reading strategies used by students based on metacognitive awareness. *Ahmad Dahlan Journal of English Studies*, 10(1), 45–56.
- Praditha, P. A. K., Nitiasih, P. K., Budasi, I. G., & Ana, I. K. T. A. (2024). *Decoding appropriate English for flight attendant learning materials for Gen Z students: Insights and preferences*. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 12(1), 87–95. <https://doi.org/10.23887/jpbi.v12i1.79277>
- Pahrizal, N., et al. (2024). Metacognitive reading strategies and their impact on comprehension. *International Journal of Learning, Teaching and Educational Research*, 23(2), 112–128.
- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Educational Psychology Review*, 29(4), 843–880. <https://doi.org/10.1007/s10648-015-9356-4>
- Pintrich, P. R. (2019). The role of cognitive strategies in learning: A theoretical review. *Review of Educational Research*, 89(3), 345–375.

- Rahendra, K. D. D. (2022). *Reading-related activities in English textbook and text exploitation in the classroom for junior high school*. Jurnal Pendidikan Bahasa Inggris Undiksha, 10(1). <https://doi.org/10.23887/jpbi.v10i1.49361>
- Rachimsyah, N., & Nugroho, A. (2026). Metacognitive strategies in reading. *Journal of Language Teaching*.
- Reinabelle, T., Rasonable, Q. C., & Velasco. (2023). Teaching strategies and the reading comprehension competence of grade 7 students. *International Journal of Social Science Humanity & Management Research*, 2(8), 757–763.
- Sarimanah. (2016). PQ4R strategy in improving reading comprehension. *Journal of English Education*.
- Sugiarta, P. A. H., Supatra, P. E. D., & Hadisaputra, I. N. P. (2021). Language learning strategies used by the students in learning English through online. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(2), 156–163. <https://doi.org/10.23887/jpbi.v9i2.37385>
- Santosa, M. H., & Mali, Y. C. G. (2024). “I’m Anxious when...”: Delving into Students’ Anxiety in EFL Online Instructions across School Levels. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 12(2), 241–254. DOI: <https://doi.org/10.23887/jpbi.v12i2.84288>
- Santosa, M. H. (2025). Investigating university students’ and lecturers’ anxiety in AI-laden English online learning. *Jurnal Pendidikan dan Pengajaran*, 58(2), 416–427. <https://doi.org/10.23887/jpp.v58i2.90847>
- Santosa, M. H., & Yasa, I. G. B. K. (2025). Investigation of factors influencing EFL students’ satisfaction in online learning: A literature review. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 13(1), 104–115.
- Sheorey, R., & Mokhtari, K. (2001). Differences in the metacognitive awareness of reading strategies among native and non-native readers. *System*, 29(4), 431–449. [https://doi.org/10.1016/S0346-251X\(01\)00039-2](https://doi.org/10.1016/S0346-251X(01)00039-2)

- Smeplass, E. (2023). Investigating adult learners' experiences from using slow reading as a pedagogical approach. *International Journal of Educational Research*, 122, 102252. <https://doi.org/10.1016/j.ijer.2022.102252>
- Suwastarini, N. N., Dantes, N., & Candiasa, I. M. (2015). Pengaruh implementasi pembelajaran berbasis teknologi informasi dan komunikasi terhadap motivasi dan hasil belajar matematika. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 5(1).
- Tuhumury, G. N., & Nikijuluw, R. C. G. V. (2020). Teachers' strategies in teaching reading at junior high schools in Sirimau Sub-District. *MATAI: International Journal of Language Education*, 1(1), 52–61.
- Taladngoen, U., Thong-ngamkham, T., Palawatwichai, N., & Kaewseesuk, S. (2022). *A Correlation between EFL Students' Vocabulary Knowledge and Reading Comprehension Ability*.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Vettori, G., Casado Ledesma, L., Tesone, S., & Tarchi, C. (2024). Key language, cognitive and higher-order skills for L2 reading comprehension of expository texts in English as foreign language students: A systematic review. *Reading and Writing*, 37, 2481–2519. <https://doi.org/10.1007/s11145-023-10479-3>
- Winne, P. H., & Marzouk, Z. (2019). Learning strategies and self-regulated learning. In J. Dunlosky & K. A. Rawson (Eds.), *The Cambridge handbook of cognition and education* (pp. 290–309). Cambridge University Press.
- Yuliantari, I. G. A. W., Padmadewi, N. N., & Budasi, I. G. (2023). The implementation of learning vocabulary using flashcard for young children through Google Classroom. *Journal of Education Research and Evaluation*, 9(3). <https://doi.org/10.23887/jpbi.v9i3.38289>
- Yarniati, M. R., et al. (2025). The influence of metacognitive strategies and critical thinking on reading

- comprehension. *International Journal of Language and Higher Education*, 5(1), 55–68.
- Yin, R. K. (2006). *Case study research: Design and methods* (3rd ed.). Sage Publications.
- Yulita, D., & Napitupulu, M. H. (2023). Metacognitive reading strategies in EFL context: A systematic literature review. *Indonesian Educational Research Journal*, 4(1), 15–27.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). Academic Press.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2
- Zimmerman, B. J., & Schunk, D. H. (2021). *Self-regulated learning and academic achievement: Theoretical perspectives*. Routledge.

