

References

- Aebersold, J. A., & Field, M. L. (1997). *From reader to reading teacher*. Cambridge: Cambridge University Press.
- Alsamadani, H. A. (2009). *The relationship between Saudi EFL college-level students' use of reading strategies and their EFL reading comprehension*. Unpublished doctoral dissertation, University of Ohio, College of Education.
- Alwasilah A. C. (2008). *Pokoknya kualitatif*. Jakarta: PT Dunia Pustaka Jaya.
- Anderson, N. J. (1991). Individual differences in strategy use in second language reading and testing. *Modern Language Journal*, 75(4), 460-472.
- Anderson, N. J. (2008). *Lessons from good language learners*. New York: Cambridge.
- Anderson, N.J. (1999). *Exploring second language reading: Issues and strategies*. Boston: Heinle & Heinle Publishers.
- Anderson, N. J. (2004). Metacognitive reading strategy awareness of ESL and EFL learners. *The CATESOL Journal*, 16(1), 11-28.
- Ariani, G. (2015). Improving students' reading comprehension using M.U.R.D.E.R technique. *JoLLIET*, 2(1), 24-29.
- Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In P. D. Pearson (Ed.), *Handbook of Reading Research* (pp. 353–393). New York: Longman.
- Baker, L., & Brown, A. L. (1980). *Metacognitive skills and reading*. Illinois: Cambridge.

- Brown, A.L. (1980). Metacognitive development in reading. In R. J. Sprio: B.C.Bruce; and W.F.Brewer (eds.) *Theoretical Issues In Reading Comprehension*. New Jersey: Erlbaum.
- Brown, A. L. (1987). *Metacognition, motivation and understanding*. New Jersey: Erlbaum.
- Brown, H.D. (2001). *Teaching by principles*. San Francisco: Addison Wesley Longman.
- Brown, H.D. (2004). *Language assessment: principles and classroom practice*. New Jersey: Pearson Education Inc.
- Cahyono, B.Y. & Widiati, U. (2006). The teaching of EFL Reading in the Indonesian context: the state of the art. *TEFLIN Journal*, 17(1).
- Cain, K., & Oakhill, J. (2003). *Reading comprehension difficulties*. Dordrecht: Kluwer Academic Publishers.
- Cohen, A. D. (1998). *Strategies in learning and using a second language*. England: Addison Wesley.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education (5th ed.)*. London: Routledge.
- Creswell, J.W. (2003). *Research design: qualitative, quantitative, and mixed Methods Approaches*. Thousand Oaks: Sage Publications.
- Dambacher, M. (2009). *Bottom-up and top-down processes in reading*. Postdam: Universität Potsdam.
- Eilers, H.L. and Pinkley, C. (2006). Metacognitive strategies help students to comprehend all text. *Reading Improvement*, 43(1), 13-29.
- Fatemi, A. H. (2014). The Effects of top-down/bottom-up processing and field-

- dependent/field-independent cognitive style on Iranian EFL learners' reading comprehension. *Theory and Practice in Language Studies*, 4(4), 686-693.
- Fetterman, D. (1989). *Ethnography: Step by step*. Thousand Oaks: Sage Publications.
- Flavell, J.H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906-911.
- Fogarty, R. (1994). *How to teach for metacognition*. Palatine: IRI/Skylight Publishing.
- Fraenkel, J.R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York: McGraw-Hill.
- Garner, R. (1987). *Metacognition and reading comprehension*. Norwood, NJ: Ablex Publishing.
- Green, A. (1998). *Verbal protocol analysis in language testing research: A handbook*. Cambridge: Cambridge University Press.
- Grellet, Françoise. (1998). *Developing reading skill*. Cambridge: Cambridge University Press.
- Hairul, N. I., Ahmadi, M. R., & Pourhossein, A. G. (2012). *The role of reciprocal teaching strategy as an important factor of improving reading motivation*. Melbourne: Elixir educational technology.
- Hamdan, A. R., Ghafar, M. N., Sihes, A. J. & Atan, S. B. (2010). The cognitive and metacognitive reading strategies of foundation course students in teacher education institute in Malaysia. *European Journal of Social Sciences*, 13 (1).

- Harmer, J. (2007). *The practice of language teaching (4th Ed.)*. Edinburg: Pearson Education Limited.
- Hengari, J.U. (2007). *Identification of reading difficulties amongst grade 4 learners of the arandis primary school in erongo region, Namibia*. Namibia: University of Namibia.
- Hood, et al. (2005). *Focus on reading*. Sidney: NCELTR.
- Israel, S.E. (2007). *Using metacognitive assessments to create individualized reading instruction*. Newark: International Reading Association.
- Jacobs, J. E., & Paris, S. G. (1987). Children's metacognition about reading: Issues in definition, measurement, and instruction. *Educational Psychologist*, 22 (4), 235-278.
- Li, X., Wu, J., Wang, W. (2007). Analysis of schema theory and its influence on reading. *US-China Foreign Language*, 5(11), 19-20.
- Livingston, J.A. (1997). *Metacognition: An overview*. Retrieved February 27, 2016 from <http://gse.buffalo.edu/fas/shuell/CEP564/Metacog.html>
- Mahadi, R., Said, S., & Shafie, L. A. (2014). Keeping my brain on reading: assessing meta-cognitive reading strategy awareness of esl learners. Retrieved March 20, 2016 from <http://dspace.unimap.edu.my:80/xmlui/handle/123456789/34621>
- Meniado, J.C. (2016). Metacognitive reading strategies, motivation, and reading comprehension performance of saudi EFL students. *Canadian Centre of Science and Education*, 9(3), 117-129.

- Mokhtari, K., & Reichard, C. A. (2001). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology, 94*(2), 249-259.
- Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of Development Education, 25*(3), 2-10.
- O'Malley, J. M., & Chamot, U. A. (1990). *Learning strategies in second language acquisition*. Cambridge, England: Cambridge University Press.
- Oberholzer, B. (2005). *The relationship between reading difficulties and academic performance*(Submitted in part fulfillment of the requirements for the degree of M Ed (Ed. Psych) in the Department of Educational Psychology at the University of Zululand, 2005).
- Onovughe, G., & Hannah, A. (2011). Assessing ESL students' awareness and application of metacognitive strategies in comprehending academic materials. *Journal of Emerging Trends in Educational Research and Policy Studies, 2*(5), 343-346.
- Oxford, R.L. (2006). *Language learning strategies*. Massachussets: The University of Alabama.
- Ozek, Y., & Civelek, M. (2006). A study on the use of cognitive reading strategies by ELT students. *The Asian EFL Journal, 1*-26.
- Pammu, A., Amir, Z., and Rizan, T. N. (2013). 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*(4), 357 - 364.

- Paris, S.G., & Jacobs, J. E. (1984). The benefits of informed instruction for children's reading awareness and comprehension skills. *Child Development, 55*(2), 2083–2093.
- Paris, S.G., & Winograd, P. (1990). How metacognition can promote academic learning and instruction. *Dimensions of Thinking and Cognitive Instruction* (pp. 15-45). Hillsdale, NJ: Lawrence Erlbaum.
- Persson, U.B. (1994). Reading for understanding: An Empirical contribution to the metacognition of reading comprehension. *Journal of Educational Psychology, 8*(2), 323-333.
- Phan, N. (2006). *Effective reading*. Retrieved March 20, 2016 from http://www.asian-efl-journal.com/pta_october_06_np.php
- Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science, 26*(1), 113–125.
- Schraw, G., & Dennison, R. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology, 19*(4), 460-475.
- Schraw, G., & Moshman, D. (1995). Metacognitive theories. *Educational Psychology Review, 7*, 351–371.
- Seyler, Dorothy U. (2004). *Developing college reading reading skill: the reading context*. New York: person education Inc.
- Shah, P. M., Yusof, A., Lip, S. M., Mahmood, N., Hamid, Y. E. A., & Hashim, S. M. (2010). Comparing reading processing strategies of second language readers. *American Journal of Applied Sciences, 7*(1), 140-144.
- Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington DC: National Academy Press.

- Sugiyono. (2009). *Metode penelitian kuantitatif dan kualitatif*. Bandung: Alfabeta.
- Temur, T., & Bahar, O. (2011). Metacognitive awareness of reading strategies of turkish learners who learn english as a foreign language. *European Journal of Educational Studies*, 3(2), 421-427.
- Vaughn, S., & Thompson, S. L. (2004). *Research based methods of reading instruction grades k-3*. Association for Suppression and Curriculum Development.
- Veenman, M. V., Van Hout-Wolters, B. H., & Afflerbach, P. (2006). Metacognition and learning: Conceptual and methodological considerations. *Metacognition and Learning*, 1, 3–14.
- 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.
- Wen, Q. F. (2003). *The successful way of learning English*. Shanghai: Shanghai Foreign Language Education Press.
- Williams, E. (1984). *Reading in the language classroom*. London: McMillon Publishers.
- Williams, M. & Burden, R. L. (1999). *Psychology for language teachers*. Cambridge: Cambridge University Press.
- Woolley, G. (2011). *Reading comprehension: assisting children with learning difficulties*. Boston: Springer.
- Yang Y. (2006). Reading strategies or comprehension monitoring strategies? *Reading Psychology*, 27, 313-343.
- Zainal, Z. (2007). Case study as a research method. *Jurnal Kemanusiaan*, 9, 1-6

- Zhang, L., & Wu, A. (2009). Chinese senior high school EFL students' metacognitive awareness and reading-strategy use. *Reading in a Foreign Language, 21*(1), 37-59.
- Zimmerman, S., & Keene, E.O. (1997). *Mosaic of thought: Teaching comprehension in a readers' workshop*. Oxford: Heinemann.