



**THE INTERCORRELATION AMONG EFL LEARNERS'  
METACOGNITIVE READING STRATEGIES, MOTIVATION, AND  
READING COMPREHENSION ABILITY**

***SKRIPSI***

**BY**

**MOH. SIRRIL ATHAR**

**21801073113**



**UNIVERSITY OF ISLAM MALANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION DEPARTMENT**

**JUNE 2022**

## ABSTRACT

Athar, Sirril. 2022. *The intercorrelation among EFL Learners' Metacognitive Reading Strategies, Reading Motivation, and Reading Comprehension Ability*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor 1: Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D.; Advisor 2: Dr. Imam Wahyudi Karimullah, S.S., M.A.

**Keywords:** reading, metacognitive reading strategies, reading motivation, reading comprehension

Reading has an important role in learning second language since it is an integral skill for gathering information easily to learn other skills like speaking, reading, and writing. Students is easily able to graps the information from reading text if they understand about it. So, reading comprehension absolutelly becomes a valuable thing in reading activity. Metacognitive reading strategies are readers' self awareness of thinking about reading text. It tells about fully self-consideration of thinking plans for getting goal of understanding reading text. It can be an influence for students in comprehending reading text. in other hand, Motivation also has role in reaching goal in learning. In reading, motivation can affect the students to have interest of reading. So, it can be the factor for students reaching their reading comprehension. In sum up, students needs strategies for helping them control their reading activity and reach reading copenhension, and they also have to get any motivation for increasing their interest of reading.

This study focus on knowing the relationship among students' metacognitive reading strategies, reading motivation and their reading comprehension at University of Islam Malang. the researcher uses correlational quantitative method for the research design. There are 87 students randomly selected from the second semester of English education department at Faculty of Teaching Training and Education at University of Islam Malang while 35 students only fill the instruments fully. The research is conducted by two steps. Firstly, the two questionnaires are administered online by google form and followed by the test of reading comprehension. For the data analysis, the researcher uses SPSS version 25 as a tool with Pearson Product Moment and Spearman Rank Correlation features as measuring the correlation.

The findings show that there is no sigifance correlation between students' metacognitive reading strategies and reading comprehension since  $r=0.223(p=0.199)$ . It is also happened in students' reading motivation correlated with their reading comprehension because  $r=0.111(p=0.526)$ . in other side, there is significant correlation between students' metacognitive reading strategies and their reading motivation as  $r=0.437(p=0.009)$ . The curve shows positive. It tells that the increase of students' reading strategies followed by the the increase of their reading motivation.

Based on the findings, it can be concluded that metacognitive reading strategy does not affect the students' reading comprehension. It can be due to students' linguistic knowlege or teacher focus in teaching reading material, and it can also

be influenced by the inappropriateness of using strategies. The reading motivation also does not give a significant correlation to reading comprehension. It is caused the students limited linguistic skills and the context, so they feel lazy to comprehend the reading texts when answering the questions. In other side, metacognitive reading strategies has positive correlation with reading comprehension. It implies that the students frequently using metacognitive reading strategies absolutely have good motivation, or the students with good motivation uses kinds of reading strategies to help them comprehend the texts. Further research can be conducted by the investigation of other factors influencing reading comprehension to know deeply about the affect of the factors.



## CHAPTER I

### INTRODUCTION

This chapter presents several topics related to the introduction of the study. These are the background of the study, research problems, objective of the study, significance of the study, scope, and limitation of the study, and the definition of key terms.

#### 1.1 Background of The Study

Motivation becomes essential to support learning second language learning (Yulfi and Aalayinah, 2021). They also stated that the most critical and influential factor in students' English achievement and performance depends on their motivation. Wigfield et al. (2016) strengthen the statement in their analysis, showing that the factors that influence people's level of success are the motivation they have gotten. It means that with motivation, people would increase their interest in what they are doing.

In reading, motivation holds an irrefutable role in increasing reading achievement. Fuad, Suryanto, and Muhammad (2021) proposed that reading motivation is a valuable force that can motivate students to take action and maintain reading to hone their reading skills. Schiefele, Stutz, and Schaffner (2016) also assume that a factor that significantly affects students' reading comprehension is students' reading motivation.

Students' reading motivation is operationally defined into three main dimensions (Wigfield & Guthrie, 1997) in their design of the Motivation for

Reading Questionnaire (MRQ). The first dimension shows “How well can I read?”. It observes the learners’ reading ability and their opinions about the propensity of their reading performance. The next is "Do I want to read?" which defines students' assumption of whether reading is valuable. The last dimension is "Why do I want to read?." It will be the most critical part as showing their reasons for reading.

Frequently, students around the world still face difficulty in reading comprehension, especially at the university level. Therefore, it can conclude that students lack interest in reading, so they are difficult to understand any text they have read. However, learners’ reading interest can be developed by reading motivation. It is supported by Cambria and Guthrie (2010) in their research, where they expressed that motivation correlates with interest, dedication, and confidence.

Besides motivation, strategies also determine the smoothness of raising a goal, especially in the reading section. Many researchers conduct the strategies use as the effect of reaching a learning goal from different contexts such as writing, reading, grammar, speaking, listening, etc. Umamah and Cahyono (2020) conducted a study of SRW (Self-regulated writing) strategies use in writing expository essays at one of the private universities in Malang. It is also done by Mistar, Zuhari, and Nuryatin (2014) in their study of metacognitive strategies effectiveness training in the teaching of writing skills at one of the Islamic senior high schools in Malang. In another context, Hidayati and Umamah (2019) also conducted a study of different gender use of listening strategies at the University of Islam Malang. In grammar context, Junaidi and Zuhairi (2020) also studied the use of Grammar learning strategies correlated

with grammar mastery at 5 higher education institutions in East Java. Junaidi and Umamah (2014) also researched speaking learning strategies' contribution to students speaking proficiency at eleven senior high schools in Indonesia. In more detailed execution, Hamidin (2012) also made a study of the use of the Two Stay-Two Stray Strategy to improve students' comprehension of poems at the University of Islam Malang. From those studies, it can be indicated that the use of strategies is needed in a learning activity.

It proves that the use of strategies is also really important in the reading activity. Antoni (2010) assumes that reading strategies as one of the important strategies which should be taught in the classroom in order to encourage students' comprehension of a text. It is also strengthened by Dewi and Salmiah (2019) in their research that shows reading strategies help the students to complete their assignments and obtain knowledge of the text. From that case, students' awareness of using strategies in comprehending is totally needed. As stated by Cubukcu (2008), comprehension cannot automatically occur, so it needs a metacognitive processing or directed cognitive effort, which brings cognitive processing regulation. Ashari and Hamidin (2020) in their study also explain that metacognitive strategies play important support in controlling and monitoring someone's cognition to help them become successful readers. In addition, Ayun and Yunus (2017) expressed that metacognitive awareness plays an effective and efficient part in having reading strategy instruction to have good value in reading ability such as best getting approach before, during, and after reading the text.

Reading comprehension is a problem that often occurs in Indonesia. Most Indonesian students, especially at the university level get difficulty in comprehending reading text. From that, the students may find that they are lack motivation in reading and not aware of the reading strategies. Some countries show that successful learners in reading are caused by high-gotten motivation affecting students' achievement. For example, Kirchner and Mostert (2017) stated that intrinsic and extrinsic motivations play an important role in Namibia readers. Hence, the researchers suggest using that positive attitude to succeed in the reading activity. Iranian learners also undergo it. Maghsoudi, Talebi, and Khodamoradi (2020) expressed a massive impact of reading motivation on Iranian learners' performance. In another variable, Azlina and Lian (2020) express that teaching a metacognitive reading strategy gives an improvement in students' reading comprehension.

Therefore, some research from some countries, shown above, indicates a huge impact of reading strategies and motivation on reading comprehension. Thus, the researcher is interested in observing the intercorrelation among EFL learners' use of reading strategies, motivation, and reading comprehension at the university level.

## 1.2 Research Problems

Based on the background of the study, the research problems can be seen below:

1. Is there a significant relationship between learners' use of metacognitive reading strategies and their reading comprehension ability?

2. Is there a significant relationship between learners' reading motivation and their reading comprehension ability?
3. Is there a significant relationship between the learners' use of metacognitive reading strategies and reading motivation?

### **1.3 Objective of the Study**

From those problems, the researcher shows that the study objectives are:

1. To find out whether the learners' use of metacognitive reading strategies correlates with the learners' reading comprehension ability.
2. To find out whether the learners' reading motivation correlates with the learners' reading comprehension ability.
3. To find out whether the learners' use of cognitive reading strategies correlates with the learners' reading motivation.

### **1.4 Significance of The Study**

The result of the study is really expected to provide a contribution to the institution, the English teacher, the English learners, and the future researchers.

1. The institution

The result of this study can help the institution in determining the students' needs in order to increase their achievements in reading.

2. The English teachers

The result of this study shows the correlation among the use of reading strategies, motivation, and reading comprehension. The researcher also highly



expects that the result of this study can be a support for the teachers in the teaching-learning process, especially in reading.

3. The English learners

The learners can be motivated to improve their reading achievement by finding out the importance of reading motivation and reading strategies for improving reading comprehension.

4. The future researcher

The researcher hopes that this study is capable of being valuable for the future researcher as a reference to conduct further research. It is also expected for the future researcher to hold the same research in another institution such as a school or a course, so this can be more beneficial for English education development.

5. Previous Research

The result of this study can be different from some previous study, so the researcher hopes it can be counter for the previous study which have different result.

### 1.5 Scope and Limitation of the Study

The research centers on EFL learners with all levels of proficiency in the English department who have a reading subject in their lectures. The study will analyze the students' value of reading related to their reading strategies and motivation. Nevertheless, there are only three classes in the English department, especially in the second semester, and the researcher uses all students of the classes as the sample in this study.

The limitation of the study is the researcher can't give the instrument in class since the learning activity is still conducted online. So, the researcher only provides the questionnaire in an online form while there is no control over the learners in answering the instrument.

### 1.6 Definition of Key Terms

This study contains several key terms provided to avoid misunderstanding and ambiguity in understanding the study. The key terms are defined below:

**Correlation** is a relation between two things. In this study, the things being correlated are learners' reading motivation and their reading comprehension. Whether or not learners' reading motivation will provide a significant result of correlation to their reading comprehension is found out after the data and the result is obtained. The correlation will be known by using the SPSS program.

**Reading motivation** is a motivational desire for reading and interest in education. It will show learners' extrinsic and intrinsic motivation as they read English text.

**Reading comprehension** requires the integration of information within and between text units, from individual words to phrases and sentences.

**Reading strategies** shows the learners' ways used to help them in understanding reading text.

**Metacognitive reading strategies** are learners' awareness of having reading steps to understand it.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the summary of the research related to some topics and also the suggestions for the teachers, students, and the further research.

#### 5.1. Conclusion

In summary, 35 students in the second semester are strategic readers based on the result of moderate use of metacognitive reading strategies. The students also prefer finding strategies for solving any difficulties in the reading process since the Problem-Solving Strategies (PROB) shows frequently used by the students. It can also affect their reading motivation to often have and manage challenging reading tasks.

Curiosity becomes the factor of the readers having ore reading texts. It can be seen as the result of "Curiosity" as the highly received motivation by the students. Based on that, the students have an increased reading interest if they are curious about what they read.

In reading comprehension, most students have a low predicate. It indicates that they do not understand the text. Seeing on the previous study, it is due to the students do not like reading boring material, they need fun and enjoyable reading text. And it can also be because the teacher focuses only on the instruction of metacognitive reading strategies without seeing the other factors influencing students reading comprehension such as linguistic knowledge, social, psychological, etc.

In proving the hypothesis, the relationship between metacognitive reading strategies and reading motivation brings a positive result. It means that the use of metacognitive reading strategies can be used to predict the increase of their motivation to read, or the better motivation received by the students, the more varied metacognitive reading strategies used by them in the reading process. However, on another side, there is no correlation between metacognitive reading strategies and reading comprehension. This indicates that the use of metacognitive reading strategies cannot be used to predict the development of students' reading comprehension performance. It can be concluded that the use of metacognitive reading strategies is not the only factor affecting students' reading comprehension performance, and there are many factors that need to be explored and considered. The last correlation between reading motivation and reading comprehension also shows a negative or none of correlation appeared. Although some previous studies show a positive relationship between both variables, this study does not prove it. Reading motivation does not guarantee the quality of reading performance. It can be concluded that the reading motivation cannot be used to predict the increase of students' reading comprehension ability. Although the students have high motivation, their reading comprehension performance does not increase since their linguistic knowledge is still low to actualize reading tasks.

## 5.2. Suggestions

After the current research has been conducted with the value shown in the previous chapters, there are some suggestions that the researcher wants to express, those are:

#### 5.2.1. For the Teachers

Based on the findings in this study, the researcher wants to suggest to the teacher to give an introduction of reading strategies and also explore other factors affecting students' comprehension such as linguistic knowledge, social, psychological matter, etc.

#### 5.2.2. For the students

Besides the motivation to read received, the researcher suggests the students increase linguistic knowledge to have more preparation before conducting reading strategies, and also try to use various strategy to find the appropriate one for reading.

#### 5.2.3. For the future researcher

The researcher wants to give suggestions for the further researcher to conduct a study about other factors in reading comprehension as the influence of reading comprehensions such as linguistic knowledge since in this study, the researcher does not find positive results among metacognitive reading strategies and reading comprehension, or it also need to be studied more about the appropriateness of reading strategies use in reading activity.

## REFERENCES

- Aflah, M. N. (2017). The role of metacognition in reading comprehension. *Jurnal Pendidikan Bahasa*, 6(1), 10-24.
- Alexander, P. A., Schallert, D. L., & Hare, V. C. (1991). Coming to terms: How researchers in learning and literacy talk about knowledge. *Review of educational research*, 61(3), 315-343.
- Alsamadani, H. A. (2009). The relationship between Saudi EFL college-level students' use of reading strategies and their EFL reading comprehension .Ohio University.
- Al-Sobhani, Y. A. (2013). Metacognitive reading strategies use by Yemeni EFL undergraduate university students. *Frontiers of Language and Teaching*, 4, 121-130.
- Ashari, A., & Hamiddin, H. (2020, December). *The role of metacognition and its implication in teaching EFL reading comprehension*. Proceedings of International Conference on English Language Teaching (ICON-ELT)English Education Department, Faculty of Teacher Training and Education, University of Islam Malang, Malang:20-21 November 2020.
- Ayun, Q., & Yunus, M. (2017). The efficacy of reciprocal teaching method in teaching reading comprehension to EFL students. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 2(2), 134-146.
- Batubara, F., Derin, T., Putri, N. S., & Yudar, R. S. (2020). Five Factors Influencing the Students' Motivation to Learn English as a Foreign Language: A Closer Look into Montessori Classroom Environment. *REiLA: Journal of Research and Innovation in Language*, 2(2), 76-84.
- Blay, R., Mercado, K. A., & Villacorta, J. (2009). The relationship between motivation and second language reading comprehension among fourth grade Filipino students. *Philippine ESL Journal*, 2, 5-30.
- Bryman, A., Cramer, D. (1999). *Quantitative Data Analysis with SPSS Release 8 for Windows. A Guide for Social Scientists*. London: Routledge
- Cambria, J., & Guthrie, J. T. (2010). Motivating and engaging students in reading. *New England Reading Association Journal*, 46(1), 16-29.
- Chaurasia, S. S., Verma, S., & Singh, V. (2019). Exploring the intention to use M-payment in India: role of extrinsic motivation, intrinsic motivation and perceived demonetization regulation, *Transforming Government*, 13(3-4):276-305.

- Cholidiana, N., Mistar, J., & Ismiatun, F. (2020). The difference of metacognitive awareness of reading strategies between male and female efl students. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 15(34).
- Chotimah, N. S., Rahman, M., & Suryani, H. (2020). *The Correlation Between Students' reading Interest And Reading Comprehension At Seventh Grade*
- Çubukcu, F. (2008). How to Enhance Reading Comprehension through Metacognitive Strategies. *Journal of International Social Research*, 1(2).
- Dewi, U., & Salmiah, M. (2019). Students' reading Strategies At English Educational Department. *Al-Ishlah: Jurnal Pendidikan*, 11(1), 126-140.
- Diniarti, N. A. *The Effectiveness of Intensive Reading on Students' Reading Comprehension of Descriptive Text (A Quasi-Experimental Study at the Tenth Grade Students of Madrasah Jam'iyyah Islamiyyah in Academic Year 2019/2020)* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Dreyer, C., & Nel, C. (2003). Teaching reading strategies and reading comprehension within a technology-enhanced learning environment. *System*, 31(3), 349-365.
- Erliana, S. (2015). Correlation between Reading Strategies and Reading Motivation to Reading Comprehension Of the Third Semester Students at the English Education Study Program Of STAIN Palangka Raya. *LET: Linguistics, Literature and English Teaching Journal*, 5(2), 153-185.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American psychologist*, 34(10), 906.
- Fuad, M., Suryanto, E., & Muhammad, U. A. (2021). Teacher and Student Perceptions: Do Students Have Good Reading Motivation?. *Journal of Hunan University Natural Sciences*, 48(4).
- Hamiddin, H. (2010). Improving Students' comprehension Of Poems Using Two Stay-Two Stray Strategy. *Vidya Karya*, 27(1), 1-8.
- Handayani, W., Setiawan, W., Sinaga, P., & Suhandi, A. (2018). Students' reading comprehension skills of science and physics texts. *Jurnal Inovasi Pendidikan IPA*, 4(2), 203-211.
- Hidayanti, I., & Umamah, A. (2019). Listening Strategy: A Link between Gender and Student's Achievement. *Abjadia: International Journal of Education*, 1-4.
- Hidayat, D., & Rohati, T. D. (2020). The Effect of Extensive Reading on Students Reading Comprehension. *Wanastra: Jurnal Bahasa dan Sastra*, 12(1), 58-64.
- Idayani, A. (2019). Correlation between Reading Comprehension and Reading Strategy Used By English Students of FKIP UIR. *ELT-Lectura*, 6(1), 74-82.

- Ikhsan, N., Ali, R., & Suryani, H. (2018). *The Correlation between Students' motivation And Reading Comprehension of Eighth Grade Students at State Junior High School N 4 Muaro Jambi* (Doctoral Dissertation, Uin Sulthan Thaha Saifuddin Jambi).
- Iwai, Y., Filce, H., & Ramp, E. (2011). Academic English Reading for International College Students: The Role of Metacognitive Reading Strategies. *Research in the Schools*, 18(2).
- Karbalaei, A. (2010). A comparison of the metacognitive reading strategies used by EFL and ESL readers. *The Reading Matrix*, 10(2).
- Kirchner, E., & Mostert, M. L. (2017). Aspects of the reading motivation and reading activity of Namibian primary school readers. *Cogent Education*, 4(1), 1411036.
- Kung, L. Y., & Aziz, A. A. (2020). An action research on metacognitive reading strategies instruction to improve reading comprehension. *International Journal of English Language and Literature Studies*, 9(2), 86-94.
- Kung, L. Y., & Aziz, A. A. (2020). An action research on metacognitive reading strategies instruction to improve reading comprehension. *International Journal of English Language and Literature Studies*, 9(2), 86-94.
- Kuşdemir, Y., & Bulut, P. (2018). The relationship between elementary school students' reading comprehension and reading motivation. *Journal of Education and Training Studies*, 6(12).
- Maghsoudi, M., Talebi, S. H., & Khodamoradi, A. (2020). The Effect of Iranian EFL Learners' Reading Motivation on Their Reading Comprehension Ability Regarding Their University Fields of Study. *Journal of College Reading and Learning*, 1-22.
- Manan, M. K. (2017). *The Correlation between Students' Motivation in Reading English Textbooks and Their Achievement in Reading Comprehension*. (Undergraduate's thesis, Walisongo State Islamic University of Semarang, Semarang, Indonesia).
- Mehrdad, A. G., Ahghar, M. R., & Ahghar, M. (2012). The effect of teaching cognitive and metacognitive strategies on EFL students' reading comprehension across proficiency levels. *Procedia-Social and Behavioral Sciences*, 46, 3757-3763.
- Meniado, J. C. (2016). Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students. *English Language Teaching*, 9(3), 117-129.
- Meniado, J. C. (2016). Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students. *English Language Teaching*, 9(3), 117-129.



- Mistar, J., & Umamah, A. (2014). Strategies of learning speaking skill by Indonesian learners of English and their contribution to speaking proficiency. *Teflin Journal*, 25(2), 203-216.
- Mistar, J., & Zuhairi, A. (2020). Grammar Learning Strategies across Individual Differences and Their Relationship with Grammar Mastery.
- Mistar, J., Zuhairi, A., & Nuryatin, A. (2014). The effectiveness of metacognitive strategies training in the teaching of writing skill in an EFL context. In *UNNES International Conference on ELTLT (English Language Teaching, Literature, and Translation)* (pp. 445-457).
- Mistar, J., Zuhairi, A., & Yanti, N. (2016). Strategies Training in the Teaching of Reading Comprehension for EFL Learners in Indonesia. *English Language Teaching*, 9(2), 49-56.
- Mokhtari, K., & Reichard, C. A. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of educational psychology*, 94(2), 249.
- Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of developmental education*, 25(3), 2-11.
- Mustafa, M., & Bakri, N. (2020). Analyzing the Level of the Students' reading Comprehension in Comprehending the Narrative Text. *Acitya: Journal of Teaching and Education*, 2(2), 152-161.  
*Of Junior High School Baiturrahim Jambi* (Doctoral dissertation, UIN Sultan Thaha Saifuddin Jambi).
- Öztürk, M. B., & Aydogmus, M. (2021). Relational Assessment of Metacognitive Reading Strategies and Reading Motivation. *International Journal of Progressive Education*, 17(1), 357-375.
- Phothongsunan, S. (2015). Examining University Students' Language Awareness of Metalinguistic Knowledge in the Thai Context.
- Pintrich, P. R., Wolters, C. A., & Baxter, G. P. (2000). 2. Assessing metacognition and self-regulated learning.
- Rastegar, M., Kermani, E. M., & Khabir, M. (2017). The relationship between metacognitive reading strategies use and reading comprehension achievement of EFL learners. *Open Journal of Modern Linguistics*, 7(02), 65.
- Roopa, S., & Rani, M. S. (2012). Questionnaire designing for a survey. *Journal of Indian Orthodontic Society*, 46(4\_suppl1), 273-277.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860.
- Sari ayu. 2018. *The Effect of Extensive Reading Activities in Improving Students Vocabulary at Tenth Grade of SMA Negeri 4 Takalar (A Pre-Experimental*

- Research*). (Undergraduate thesis, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, Makassar, Indonesia).
- Schiefele, U., Stutz, F., & Schaffner, E. (2016). Longitudinal relations between reading motivation and reading comprehension in the early elementary grades. *Learning and Individual Differences, 51*, 49-58.
- Siregar, F. R., & Siregar, R. (2020). Students' Motivation in Learning English. *English Education: English Journal for Teaching and Learning, 8*(2), 177-188.
- Smith, J. D., & Hasan, M. (2020). Quantitative approaches for the evaluation of implementation research studies. *Psychiatry research, 283*, 112521.
- 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.
- Tavakoli, H. (2014). The effectiveness of metacognitive strategy awareness in reading comprehension: The case of Iranian university EFL students. *Reading, 14*(2), 314-336.
- Umamah, A., & Cahyono, B. Y. (2020). Indonesian university students' self-regulated writing (SRW) strategies in writing expository essays.
- Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of educational psychology, 89*(3), 420.
- Wigfield, A., Gladstone, J. R., & Turci, L. (2016). Beyond cognition: Reading motivation and reading comprehension. *Child development perspectives, 10*(3), 190-195.
- Yüksel, İ., & Yüksel, İ. (2012). Metacognitive awareness of academic reading strategies. *Procedia-Social and Behavioral Sciences, 31*, 894-898.
- Yulfi, Y., & Aalayina, A. (2021). Students' Motivation in Learning English. *Linguistic, English Education and Art (LEEA) Journal, 4*(2), 401-413.