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THE IMPORTANT ROLE OF METACOGNITIVE STRATEGIES IN INDONESIAN EFL READING LEARNING CONTEXTS

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Abstract
It is decent to be purported here that the continual and precise internalization of metacognitive strategies in Indonesian EFL reading contexts will bring about positive influential impacts for L2 readers' cognitive and affective reading development. Highly metacognitive L2 readers generally experience more stress-free and meaningful reading learning enterprises since they have become more critical, self-regulated, independent, and adaptable readers who are resistant to exacting reading learning challenges. This present qualitative study employed a document analysis approach to strongly encourage Indonesian EFL educationalists to steadily implement metacognitive strategies in their multivariate reading classroom vicinities. The obtained results uncovered that metacognitive reading strategies progressively transfigured Indonesian EFL learners into more self-regulated and autonomous L2 readers longing to inherent life-long second language learning spirit on their daily basis as academicians.

Keywords: EFL speaking, narrative inquiry, self-efficacy

Introduction
It is fairly repudiated here that introducing Indonesian EFL learners to a wide variety of second language texts is one of the exacting target language teaching-learning enterprises which must be undergone by both educationalists and learners. Crucially, learners are commissioned to infuse more robust construction of second language reading proficiency to enable them to compete globally with worldwide citizens. Nazurty et al., (2019) postulate that it becomes a paramount matter for Indonesian EFL learners to possess laudable L2 reading skills to be more qualified future professionals in their working fields. In EFL learning contexts, reading can be deemed as one of the pivotal 21st-century learning competencies that should be mastered fully by learners to transfigure them into more proficient second language academicians. This conception is in agreement with the theory of second language reading skills devised by Floris and Divina (2015) asserting that by possessing a higher level of L2 reading competencies, Indonesian EFL learners will simultaneously improve their overall target language proficiency. Similarly, Kementerian Pendidikan Dan Kebudayaan (2016) declares that the second language learning resilience will be

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dramatically increased when learners are constantly exposed to a vast range of L2 texts since they have been more accustomed to facing a plethora of laborious reading learning obstructions when interacting with their targeted texts.

On the contrary, it is easier to unearth that the majority of Indonesian EFL learners are struggling vigorously while reading a considerable genre of second language reading texts. This fact is in harmony with the prior L2 reading research evidence showcased by Ahmadi et al., (2013) repudiating that the laborious, unpleasant, and frustrating L2 reading learning dynamics frequently experienced by EFL learners even though they have been continually exposed to insistent classroom reading practices. One of the serious reading learning obstacles hindering learners to construct such a profound and critical understanding of their texts is the dearth of reading comprehension. It has been a consensus that reading comprehension is one of the paramount elements that should be inculcated by learners whenever they encounter a substantiate number of L2 texts to obtain the major big takeaway and deepen their specific understanding of the subject-specific matters in a meaningful manner. This line of perspective is in concord with the theory of reading comprehension adduced by Sari (2016) averring that through the robust establishment of reading comprehension, EFL learners will be eased in comprehending the main ideas forming in their texts as well as expanding their existing knowledge toward the specific matters being elaborated in those written texts.

On top of that, there were a wide array of second language reading learning hindrances frequently hampering Indonesian EFL learners from constructing such a critical understanding of their texts such as lack of vocabulary knowledge, reading motivation, reading objectivities, reading strategies, and active interactions with their passages. These aforementioned L2 reading learning issues are in tandem with the major findings of prior reading study plied by Mbato (2019) revealing that language teachers need to promote more enjoyable, interactive, and proactive L2 reading learning environments where all learners can potentially cultivate their high reading awareness along with critical thinking skills.

Another gigantic L2 reading learning issue educationalists should notice is the cultivation of reading anxiety generally occurred among learners. By possessing a higher degree of reading anxiety, learners are more liable to show avoidance reading behavior, slacken their reading learning efforts, construct a low level of reading volition, and withdraw themselves from the ongoing reading learning activities. These major reading hurdles are closely interlinked with the findings of a reading anxiety study conducted by Limeranto and Subekti (2021) accentuating that the excessive growth of L2 reading anxiety should be diminished by constructing more enjoyable, contextual, and interesting reading learning dynamics elevating learners' second language reading independence and proactive reading participations. Another efficient L2 reading strategy was also proffered by Lestariningsih (2016) investigating the significance of background knowledge in facilitating Indonesian EFL learners' reading comprehension development. From the obtained results, the majority of participants had been capable of deepening their current understanding of the specific topics being elucidated in their reading texts due to the constructive and contextual L2 reading strategies consistently incorporated by their teachers.

Apart from the utilities of those above-explained L2 reading learning strategies, one of the major important efficient strategies worthwhile to be internalized in globalized and Indonesian EFL reading learning contexts is metacognitive strategies.

Through the appropriate implementations of metacognitive strategies in L2 reading learning enterprises, Indonesian EFL learners will transfigure into more self-regulated, better reading learning controllers, efficient problem-solvers, and judicious decision-makers in the light of careful planning, monitoring, and evaluating strategies. Ahmadi et al., (2013) as well as Zhang and Seepho (2013) arguing that highly-metacognitive L2 readers will be more capable of exerting greater controls over their ongoing reading learning dynamics with the support of metacognitive strategies comprising of planning, monitoring, and evaluating stages deemed as higher-order consecutive learning controlling skills enabling those readers to be more self-regulated academicians, effective problem-solvers, and prudent decision-makers.

In line with EFL learners' reading comprehension growth as well as the nature of Indonesian EFL learning settings, the successful inculcation of metacognitive reading strategies also allows learners to gain a better understanding of their specific texts, utilize a special set of reading strategies appropriate to their reading learning contexts, monitor their current comprehension toward the topics being expounded in their texts, and better reflect whether they have attained the major ideas taken from the texts successfully or not. All of these above-mentioned L2 reading learning benefits were attested by prior metacognitive research findings unfolded by Forrest-Pressley and Waller (2013) explicating that EFL learners will be able to gain more in-depth understanding and insert more applicable reading strategies through the broader expansion of metacognitive reading strategies. In a similar vein, Muhid et al., (2020) also underscore the critical importance of metacognitive reading strategies in terms of efficient reading time management, the proliferation of higher-order thinking skills, the sustainability of reading learning volitions instilled by learners, and the prolific productivity in accomplishing a considerable number of reading learning tasks.

Furthermore, it is vitally essential to be stated here that the successful internalization of metacognitive strategies in multiverse L2 reading learning settings is also influenced by the existing reading strategies incorporated by EFL teachers. Educators must enact their second language reading learning activities in a constructive, systematic, and contextual fashion where all learners are capable of honing their metacognitive strategies; planning, monitoring, and evaluating strategies as well as metacognitive knowledge; declarative, conditional, and procedural knowledge. By forging all of these metacognitive elements, learners will fully activate their metacognitive way of thinking whenever they confront laborious reading learning dynamics since they have been well-trained in harnessing metacognitive strategies leading them to be more strategic L2 readers. This strand of arguments is bolstered by Ahmadi et al., (2013) emphasizing that highly-metacognitive L2 learners successfully breed from the well-planned metacognitive reading strategies transforming them into more critical and skillful L2 readers.

The significant cultivation of metacognitive reading strategies also enables L2 readers to confidently and efficiently cope with a wider range of reading learning challenges potentially hindering their reading skills, motivation, and comprehension further development. This may be due to the higher degree of reading learning awareness, precise reading strategy implementations, and conscientious monitoring as well as evaluating reading strategies internalized amid arduous reading learning processes. Mbato (2019) argues that the accurate incorporation of metacognitive reading strategies will rejuvenate the overarching learners' reading learning dynamics as they undergo more meaningful reading learning enterprises through the activation

of accurate reading strategies, robust reading awareness, and profound reading learning evaluations. Similarly, there is also a mutual interplay among L2 reading comprehension levels, motivation, and metacognitive strategies since highly-metacognitive L2 Readers are found they continuously harness a complete set of metacognitive strategies; planning, monitoring, and evaluating whenever they are approaching varied reading texts compared to those possessing low metacognitive awareness who merely cast their profound attention in comprehending the given texts superficially without exactly knowing the appropriate conditions, situations, and contexts in which the metacognitive reading strategies are worthwhile to be applied. This contention seems to concur with the theory of metacognitive reading strategies propounded by Naeini (2015) exclaiming that the huge gap taking place between proficient and developing EFL readers is caused by the metacognitive strategies efficient implementations in their specific reading contexts in which highly-metacognitive L2 readers consistently apply a vast range of metacognitive reading strategies rather than other low metacognitive L2 readers merely read their texts directly without even knowing the specific approaches or knowledge concerning the metacognitive reading strategies further implementations. In line with the above-explained exhaustive delineations regarding the paramount role of metacognitive strategies in Indonesia EFL reading learning contexts, this present study was guided by the following research problems proposed in these lines.

1. What is the significance of metacognitive strategies in Indonesian EFL reading learning contexts?
2. Why do educationalists expand the further utilization of metacognitive strategies in Indonesia EFL reading learning contexts?

The Seminal Theory of Metacognition

Historically speaking, the emergence of metacognition theory was affected by the educational breakthrough for designing more holistic, effective, and meaningful learning dynamics for school pupils in 1979's. Flavell (1979) repudiated that more contextual teaching-learning processes engaging learners in such a deep thinking process are indispensably required to breed more critical future academicians. To a lesser extent, it was also discovered that there was a huge difference between proficient and developing learners while accomplishing particular learning tasks. The proficient learners tend to finish their learning tasks with gratifying results compared to other learning companions since they incorporated the frequent use of metacognitive strategies. Riyadi et al., (2017) uncovered that the majority of EFL learners employed the active use of metacognitive strategies prone to transfigure into more successful academic achievers compared to those implemented less metacognitive strategies in their learning venture. According to Flavell (1979), highly-metacognitive learners will also be better in planning, monitoring, and evaluating their ongoing learning processes since they have stipulated their predetermined learning objectives through the persevere learning actions to release those learning outcomes in future events. Differing from Flavell's (1979) seminal theory of metacognition, Reeve and Brown (1985) compartmentalized metacognition into two specific components namely metacognitive knowledge and cognitive goals.

In metacognitive knowledge, learners will transfigure into better controllers over their learning venture through the activation of triadic metacognitive knowledge components namely declarative, procedural, and conditional knowledge requiring

them to infuse more balanced stability between the existent beliefs in their learning capabilities and tasks to better cope with plenty of learning challenges. While in the cognitive goals, learners are commissioned to regulate their ongoing learning enterprises through the deployment of efficient learning strategies and problem-solving skills.

In reverse, the term metacognition is still murky for globalized educationalists, practitioners, researchers, and policy-makers in today's teaching-learning contexts due to the intricate complexities of this term, relationships with other learning terms such as constructivism, self-regulation, self-efficacy, and volition. Zohar and David (2009) confess that the conflictual and controversial specific metacognition terms had prompted globalized educational researchers to conduct more in-depth investigations on sub-components of the metacognitive learning approach in conformance with their relevant 21st-century teaching-learning scientific terms namely self-efficacy, self-regulation, volition, and social constructivism. In correlation with this fuzziness, Veenman et al., (2006) also advocated worldwide educational researchers to enact such a more clear-cut boundary between the terms metacognition and self-regulation since metacognition is defined as the controllability of cognitive processing to better manage the ongoing learning dynamics to reach the specific pre-determined learning objectives. While self-regulation is an ever-changing psychological learning attitude wherein learners made a vigorous learning attempt to stay focus on their learning trajectories by controlling their existing learning behaviors, attitudes, and actions to achieve the desired learning outcomes.

The Influential Benefits of Metacognitive Reading Strategies

Through the full and precise utilization of metacognitive reading strategies, Indonesian EFL learners will potentially transfigure into more competent, strategic, and critical L2 readers, at the same time possessing the robust enhancement of higher-order thinking skills. These advantageous L2 reading values are inextricably associated with the major positive influences promoted by metacognitive reading strategies acknowledged by Yulita (2017) affirming that second language teachers applying metacognitive reading strategies in accord with their learners' reading learning needs, preferences, styles, and proficiency will successfully produce more competent L2 readers inculcating the potent establishment of higher-order thinking skills since they have been well-trained regarding how to be more strategic and effective readers while reading a plethora of diverse texts. To embody these fruitful L2 reading learning benefits, Indonesian EFL teachers are advised to revisit their implemented reading learning strategies in diverse wide-ranging classroom settings by incorporating more contextual, applicable, and appropriate reading learning activities in which learners' metacognitive reading strategies can be fostered sustainably. This indispensable reading learning need can be juxtaposed with the theory of metacognitive reading classroom design postulated by Pammu et al., (2014) believing that the precise and interactive second language reading learning dynamics will eventually allow EFL learners to develop their higher-order thinking along with metacognitive reading skills fully.

In a similar trajectory, the crystallization of self-regulated learning behavior, as well as learning autonomy, can also be ascertained through the continual internalization of metacognitive reading strategies since learners will be more capable of directing their intended positive learning behaviors, attitudes, and motivation in

such a well-planned manner to achieve their desired learning outcomes stipulated at the onset of learning dynamics. Ahmadi et al., (2013) contend that the prolific cultivation of metacognitive reading strategies will potentially enable EFL learners to be more self-reliant and self-regulated L2 readers since they sustainably exhibit their persistent reading learning behavior amid taxing hindrances impairing their main focus in following the ongoing reading learning dynamics.

Some pioneer studies on metacognitive reading strategies also scientifically proved that metacognitive strategies successfully transformed EFL learners into more self-regulated and independent L2 readers. The first study was conducted by Nash-ditzel (2010) unfolding that the continual and accurate utilization of metacognitive reading strategies progressively promoted striking springboards for EFL learners' reading learning attitudes, behavior, and perspectives by becoming more motivated to read a wide range of L2 reading texts continually outside of the classroom circumstances. In another identical study, Zhussupova and Kazbekova (2016) prompted second language educators to sustainably implement metacognitive reading strategies in their diverse wide-ranging L2 classroom modes to get their learners to be more familiar with a considerable amount of effective reading strategies and transfigure into more critical thinkers while interacting with a substantiate amount of text genres. Anchored on all of these above-mentioned findings, Mehrdad et al., (2012) also advocated globalized EFL teachers to capitalize metacognitive reading strategies at the outset of L2 reading learning enterprises to successfully bring about a higher degree of reading learning contentment for learners wherein they can channel their reading learning endeavor to comprehend their targeted texts in such a better purpose resulted at the significant enhancement of reading comprehension elevation.

Method

This present qualitative study was plied in the support of a document analysis approach to generate some renewable, rewarding, and meaningful insights out of the specific paramount phenomenon being discussed by the prior studies. In concord with this research objectivity, the researcher had conscientiously selected the 30 relevant prior studies investigating more exhaustively the positive influences promoted by metacognitive strategies in Indonesian EFL reading contexts. Further, the major big take-away specifically derived from these 30 metacognitive studies assented the paramount need for Indonesian EFL educationalists to introduce more contextual, feasible, and comprehensible metacognitive strategies at the commencement of L2 reading learning activities to breed more critical, self-regulated, resilient, and proficient future EFL readers.

During the data analysis processes, the researcher compartmentalized each specific research finding into some specific major themes and potently supported by the arguments and previous relevant findings generated from the identical studies to encourage all Indonesian EFL educational experts, practitioners, researchers, policy-makers, and teachers to appropriately design more suitable intensive metacognitive training daily-classroom programs aiming to forge learners' cognitive, affective, and higher-order thinking skills simultaneously. The three specific major themes can be discerned in these following blank spaces namely: (1) Metacognitive strategies progressively elevate L2 readers' reading proficiency, (2) The robust establishment of metacognitive strategies bring L2 readers to reap more fruitful reading learning

outcomes, and (3) The promotion of intensive metacognitive reading learning activities to breed more strategic as well as critical L2 readers.

Findings and Discussion

This subsection attempted to expound all of the major-specific findings generated by previous studies of metacognitive reading strategies implemented in Indonesian EFL reading learning contexts. As noted in the previous subchapter, all of the categorized findings will be delineated in the support of specific major themes, and the further explications of those results are expectantly hoped to encourage Indonesian EFL experts, practitioners, policy-makers, and educators to work hand-in-hand to design more meaningful, contextual, and applicable metacognitive reading learning enterprises in the future L2 reading learning encounters.

Table 1. Metacognitive Strategies Elevate L2 Reading Proficiency

Theme 1	Authors
Metacognitive Strategies Progressively Elevate L2 Readers' Reading Proficiency	Pammu, Amir, and Maasum (2014); Setiyadi et al., (2016); Sari (2016); Mudra (2018); Hamiddin and Saukah (2020); Muhid et al., (2020).

From the table presented above, it can be parsed that the appropriate utilization of metacognitive strategies will gradually improve L2 readers' reading proficiency. The emergence of this first positive reading learning influence is affected by the dynamic nature of metacognitive strategies commissioning L2 readers to be more fluent decision-makers, judicious problem-solvers, and critical thinkers while confronting a wide array of exacting reading challenges. At the core, highly-metacognitive L2 readers are the figures continuously implementing metacognitive strategies in their reading learning enterprises resulted in the full attainment of target language learning competencies. As alluded to in the prior subsection, readers' capabilities of harnessing metacognitive reading strategies precisely will lead them to be more proficient second language academicians since they have successfully incorporated the crucial streams of effective reading strategies such as scanning, skimming, synthesizing main ideas, summarizing, and paraphrasing. To keep in mind, this set of pivotal reading strategies is not inborn, yet they should be honed continuously to breed more high-quality L2 readers exhaustively mastering targeted discipline-specific fields. Aligned with the above-mentioned advantageous values promoted by metacognitive reading strategies, Pammu, Amir, and Maasum (2014) discovered that the efficient incorporation of metacognitive strategies enabled Indonesian EFL readers to overcome the upcoming L2 reading learning hurdles more effectively, which in turn transform them into more strategic readers. Akin with this major finding, Setiyadi (2016) also unveiled that highly-metacognitive L2 readers can also transfigure into more successful academicians due to the careful planning, monitoring, and evaluating stages they consistently applied in their reading learning enterprises. All of these specific findings are also inextricably associated with the positive influential impacts promoted by metacognitive reading strategies as unfolded by Sari (2016) propounding that the suitable implementations of metacognitive reading strategies will also allow learners to foster their higher-order thinking skills into the utmost levels through the efficient L2 reading strategies, critical understanding

of the topics being discussed in the reading passages, and a higher degree of reading learning awareness.

In addition to the above-explained striking positive impacts brought about by metacognitive reading strategies, it is also worthwhile to be underscored here that metacognitive reading strategies can potentially rejuvenate the overarching L2 readers' affective states about reading learning trajectories. Put more simply, L2 readers infusing a higher level of metacognitive reading strategies will have more tendency to explore a vast array of challenging texts to foster their metacognitive knowledge; declarative, procedural, and conditional knowledge as well as a complete set of three major streams of metacognitive strategies; planning, monitoring, and evaluating. Through this proactive L2 reading learning action, these readers will transfigure into more life-long academicians inculcating a higher degree of reading learning persistence and motivation. This line of arguments is in conformance with the major metacognitive reading strategies finding unearthed by Hamiddin and Saukah (2020) avowing that the actual presence of proficient, critical, and long-life L2 readers can be ascertained through the intensive utilization of metacognitive reading strategies requiring them to forge their metacognitive knowledge along with strategies, which at the same time inculcating a higher degree of reading perseverance along with volition within readers. In the same way, Mudra (2018) also propounded that highly-metacognitive L2 readers will also be more resilient academicians consistently made vigorous attempts to implement a considerable number of appropriate reading strategies to resolve the existing reading learning issues hampering the conduciveness of their reading processes, comprehend the major ideas forming in their texts with more sophisticated reading strategies, and be capable of simplifying particular intricate ideas in their texts. Through all of these positive L2 reading learning springboards, it can be argued that Indonesian EFL learners will become more critical, strategic, and skillful L2 readers.

Table 2. The Robust Establishment of Metacognitive Strategies Bring L2 Readers to Reap More Fruitful Reading Learning Outcomes

Theme 2	Authors
The Robust Establishment of Metacognitive Strategies Bring L2 Readers to Reap More Fruitful Reading Learning Outcomes	Annury et al., (2019); Sunggingwati and Rusmawaty (2017); Alsofyani (2019); Bria and Mbato (2019); Rahman (2020); Riyadi et al., 2017); Fauzi and Ashadi (2019); Fani, Andriani, and Husna (2017); Wahyudi (2020).

As evidenced by the data inserted in table 2, it can be conjectured that the potent construction of metacognitive strategies will potentially enable L2 readers to achieve more gratifying reading learning outcomes. These gratifying reading learning outcomes are subsumed into two categories namely cognitive and affective streams. In a cognitive stream, highly-metacognitive L2 readers will be more adaptable to their current reading learning situations by stipulating the most appropriate reading learning strategies that suit their ongoing reading learning contexts. It can also be stated that these types of readers are more liable to survive and thrive in various arduous reading learning conditions since they are capable of adjusting their current reading strategies with other probable strategies beneficial to assist them to obtain more gigantic reading learning success. This matter of perspective confirms the results from Annury,

Mujiyanto, Saleh, and Sutopo (2019) averring that L2 readers infusing more robust formation of metacognitive reading strategies will be more adaptable decision-makers while encountering varied precarious reading learning situations compared to other readers who rigidly stick to their mainstays of specific reading strategies. In an affective state, L2 readers fully infusing a higher degree of metacognitive reading strategies will simultaneously become more innovative, confident, and persevere academicians by deploying some indispensable reading strategies probably forging their higher-order thinking skills in terms of searching for a vast array of new vocabulary, guessing meaning from context, and collaborating with other learning companions to gain a better understanding of their targeted texts. This strand of another finding also resonates well with a previous metacognitive reading strategies study conducted by Sunggingwati and Rusmawaty (2017) adducing that through challenging and feasible L2 reading texts, Indonesian EFL readers can increase their self-confidence as well as sophisticated contextual reading strategies invention concurrently leading them to be highly-metacognitive, critical, and resilient readers.

The further incorporation of metacognitive reading strategies can also shed an optimistic wave for the striking development of L2 readers' reading experiences. It can also be articulated that L2 readers possessing a more robust establishment of metacognitive reading strategies are willing to read a plethora of distinctive texts potentially rejuvenate their current perspectives on the subject-specific matters, which simultaneously transfigure them into more competent L2 readers infusing more comprehensive mind. This finding is in tune with the prior major finding of metacognitive reading strategies study plied by Alsofyani (2019) encouraging Indonesian EFL teachers to incorporate metacognitive reading strategies in their diverse wide-ranging second language classroom circumstances to ingrain more fortitude reading learning endeavor within readers, activate readers' awareness to showcase more gratifying reading performances consistently, and expanding their current perspectives toward the topic being elaborated in their texts. L2 reading learning enterprises are not easy as we thought since laudable reading attitudes, behavior, and progression can be embodied by the successful nurturance of conducive as well as stress-free reading learning circumstances wherein readers will gain more intensive opportunities to foster their critical thinking, metacognitive knowledge, metacognitive strategies, reading maturity, and reading skills into the fullest potentials.

As a corollary, second language teachers are advocated to play less-domineering roles while releasing these encouraging reading learning climates to enable all learners to make striking reading learning advancement through the maximization of metacognitive reading strategies. This suggestive finding is intimately intertwined with the previous work of Bria and Mbato (2019) unrolling that it had become a high time for Indonesian second language educators to design more suitable metacognitive reading learning dynamics and renew their current roles as supportive reading facilitators to provide greater reading learning assistances for learners to foster their reading proficiency, performances, and achievements significantly. Rahman (2020) also uncovered that the internalization of both metacognitive strategies along with knowledge should be introduced at the commencement of L2 reading learning activities to fully enlarge learners' current reading learning experiences as well as render them to be more competent, critical, and adaptable L2 readers.

Table 3. The Promotion of Intensive Metacognitive Reading Learning Activities to Breed More Strategic as well as Critical L2 Readers

Theme 3	Authors
The Promotion of Intensive Metacognitive Reading Learning Activities to Breed More Strategic as well as Critical L2 Readers	Dardjito (2019); Mistar et al., (2016); Cahyono (2006); Nazurty et al., 2019); Mahardhika et al., (2021); Mbato (2013); Wahyuni et al., (2018); Mahardhika and Pammu (2021); Yulita (2017); Salasti, Hayati, and Anggraini (2020); Maryam et al., (2019); Aziz et al., (2019); Manalu and Wirza (2021); Nurfadhilah (2016); Mbato (2019).

Consistent with the ultimate major theme forming in table 3, the expansion of continuous metacognitive reading learning activities needs to be established, reinforced, and cultivated in diverse wide-ranging Indonesian EFL reading classroom settings to release the nascence of strategic as well as critical L2 readers. It is noteworthy to mention here that Indonesian EFL teachers have to design more contextual metacognitive reading learning activities where all learners can develop their higher-order thinking skills, metacognitive reading awareness, learning autonomy, and metacognitive strategies. Although it will be a pain-staking and energy-draining process at the onset of L2 reading learning enterprises, all of these sacrifices will be paid off when language teachers have made a clear discernment that their learners have successfully made a significant reading learning progression in terms of performances, achievements, and comprehension.

In light of these complexities, Indonesian EFL teachers can commence their reading learning venture by identifying their specific learners' reading learning preferences, needs, styles, and levels to appropriately design more engaging metacognitive reading learning dynamics in which all learners can progressively elevate existent reading comprehension, proficiency, and skills into the fullest potentials. All of these suggestive reading learning materials design seems to concur with the previous findings of metacognitive reading strategies study plied by Darjito (2019) repudiating that Indonesian EFL teachers need to address more contextual implementations of the existing reading texts imparted for learners in which they are capable of rehearsing their metacognitive reading strategies more effectively. Mistar, Zuhairi, and Yanti (2016) also note that Indonesian EFL educators will successfully raise more proficient, strategic, and critical L2 readers only if they assented to apply more dynamic metacognitive reading learning dynamics in their multiverse classroom vicinities. In conjunction with all of these relevant findings, Nazurty, Priyanto, Pratiwi, and Mukminin (2019) prompt Indonesian EFL educationalists to infuse metacognitive reading learning enterprises as one of the inseparable academic journeys endured by their learners to fully improve their reading comprehension, performances, and attitudes synchronously.

As a crux of all of these matters, the accurate implementation of metacognitive reading strategies can also bring about more holistic L2 reading learning enterprises where all learners will become more proficient L2 readers inculcating the robust entrenchment of metacognitive strategies. These influential positive impacts will, in turn, help L2 readers to transfigure into more self-regulated second language academicians, at the same time, erecting more advanced progression of other paramount effective psychological learning states; self-efficacy, self-motivation, volition, and attributional beliefs. Concerning these gigantic positive influences

affected by the appropriate utilization of metacognitive reading strategies, it is worth repudiating here that the life-long reading learning initiative will eternally reside within learners' long-lasting academic journeys. These elaborated findings have created a mutual interplay with the previous metacognitive reading studies generated by Mahardika et al., (2021) asserting that the nascence of transformative L2 reading learning dynamics can be eventually attained after the full activation of tangible metacognitive reading learning dynamics. Concerning this finding, Mbato (2013) also suggestively advised Indonesian EFL educators to steadily internalize metacognitive reading strategies as one of the indispensable parts of their daily-routine second language classroom learning dynamics to raise more self-regulated second language academicians longing to explore a considerable number of knowledge in their multivariate texts.

Conclusion

As an ultimate remark, metacognitive strategies are worthwhile to be cultivated in Indonesian EFL reading learning contexts due to the full manifestation of independent, self-regulated, proficient, innovative, strategic, and critical L2 readers persistently willing to cope with taxing reading learning challenges in an attempt to significantly elevate their triadic reading competencies into the utmost levels; reading performances, achievements, and attitudes. Scientifically speaking, this current qualitative library study has added positive nuances for the expanding body of prior studies investigating the significance of metacognitive reading strategies implementation in a diverse wide range of Indonesian EFL classroom contexts. For the further advancement of this language learning area, future identical studies are suggested to expand the body of this current work by exploring the critical importance of metacognitive reading strategies applications in other three remaining pivotal second language learning skills; listening, speaking, and writing

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