CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories from the research variables that are going to apply to do the research. It shows theories and explanations on cognitive resilience, metacognitive reading awareness and reading comprehension skill.

A. Reading Comprehension Skill

Reading comprehension skill refers to the practice of obtaining as much information as possible from a written text in as little time as possible. It is one of the most important skills that needed to be mastery by students. Moreover, this section discusses the definition of reading comprehension skill, the importance of reading comprehension skill, and the assessment for reading comprehension.

1. The Definition of Reading Comprehension Skill

Reading is the means by which a writer and a reader communicate. When readers read a writer's written content, whether it's in the form of symbols, letters, graphs, or sentences, it's an indirect contact between the reader and the writer. Readers attempt to deduce meaning from what they have read. Reading may appear to be a very unique skill and play an important role in science development and it is also as a means of communication. Reading can also said to be a very unique skill because not all people, even though they have got a reading skill, are able to develop it to be a tool to empower themselves or even to make the reading becomes a habit for them[1].

Meanwhile, comprehension is a process in which readers make meaning by interacting with a text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text[2]. In line, reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. Moreover, reading comprehension needs the successful

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[1] Helga M Djuarsa, "The Relationship between Vocabulary Knowledge and Reading Comprehension Ability of Senior High School Students," *Magister Scientiae* 41, no. 4 (2017): 42–53, https://doi.org/ 10.33508/mgs.v0i41.1563.
[2] Kheirzadeh and Tavakoli, "The Causes of Reading Difficulty," 147-152.

expansion and arrangement of a lot of lower and higher-level processes and skills[3]. According to Kabilan, reading is a process that is dynamic, cognitive, and participatory. Reading is more than just deciphering codes in textual form; it is also a process of constructing meaning. It is a simple activity for humans, but it gets more difficult when the meaning of a text, symbol, or image is ambiguous. As a result, the capacity to understand a code is required. Reading comprehension is the process of gaining a general knowledge of what is being described in a text[4].

On the other hand, there are six levels of comprehension, from the lowest to the highest, they are knowledge, comprehension, application, analyse, synthesize, and evaluate[5]. The three lowest level; knowledge, comprehension and application; are examples of rote learning, which is defined as learning without putting much thought into it. The other three; analyse, synthesize, and evaluate; are all part of meaningful learning, which entails identifying a link between new knowledge and information previously stored in long-term memory. Long-term memory is a collection of products that serve as both procedural and declarative knowledge warehouses. This knowledge encompasses orthography, phonology, syntax, and semantics of the language, as well as schemas for certain themes and discourse kinds, in the case of reading. If a new production is made to encode a new knowledge structure, it is stored in long-term memory.

2.   The Importance of Reading Comprehension Skill

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Moreover, reading comprehension strategies is procedures that encourage the students to use prior knowledge, experiences, careful thought, and evaluation to help them decide how to practically apply what they know to all reading situations. According to Wibisono, it is important to understand that to improve students' reading comprehension, teachers should take into consideration students' skill level, group, dynamic, age, gender, cultural background, as well

[3] Maryam, Ihrom, and Nurlaelawati, "The Correlation between Metacognitive Reading Strategies and Reading Comprehension Among 1st Year EFL Students at a Public University in West Java," 436-446

[4] Muhammad Kamarul Kabilan, Norlida Ahmad, and Mohamad Jafre Zainol Abidin, "Facebook: An Online Environment for Learning of English in Institutions of Higher Education?," *The Internet and Higher Education* 13, no. 4 (December 2010): 179–87, https://doi.org/10.1016/j.iheduc.2010.07.003.

[5] Carl Wilhelm Welin, "Scripts, Plans, Goals and Understanding, Am Inquiry into Human Knowledge Structures," *Journal of Pragmatic* 3, no. 2 (April 1979): 211–17, https://doi.org/10.1016/0378-2166(79)90031-6.

as the type of the text they deal with to determine the approach to take. Moreover, reading is one of the most important activities for the students to enrich their ability and knowledge[6].

The importance of reading can be seen from reading is a social practice that is important for communication, for participating in life outside of one's immediate circle and for understanding the world. There are two primary reasons for reading are to share what you learn with friends and family members and to meet others' expectations and fit into a group[7]. Reading enhances enthusiasm and the development of self-confidence. Nowadays literacy without mental enthusiasm is having no meaning[8]. The significant point for an individual is being a literate who is conscious and functional based on critical reading. Critical reading and thinking are conditioned to intellectual development. It is seen that reading activating critical thinking is an activity that will be lifelong used by an individual[9].

3. The Assessment for Reading Comprehension

Assessment tools provide a wide range of methods for assessing whether students can execute or master a task. Multiple-choice, written and oral recall, cloze, summary, sentence completion, short-answer, open-ended-question, true/false, matching activity, checklist, ordering, and fill-in-the-blank exams are some typical reading assessment measures. Moreover, Cheng, Roger and Hu (2004) mention two categories of methods in assessing reading, as follow:

a. The Teacher-Made Method

The types in this assessment method are multiple choice, short answer, cloze test, and observation[10].

1) Multiple choice

Multiple-choice questions are defined as "a stem and a number of choices (typically four) from which the test-taker must choose the correct option." Because the assignment is familiar to participants and straightforward for researchers to rate, this kind is a typical way of testing learners' reading comprehension. Furthermore, multiple-choice test items are popular

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[6] Dismas Wibisono, "The Effects of Kahoot! In Teaching Reading to Tenth Grade Students," *Magister Scientiae* 45, no. 5 (2019): 86–105, https://doi.org/10.33508/mgs.v1i45.2045.

[7] Chairunnisa, Apriliaswati, and Rosnija, "An Analysis on Factors Influencing Students' Low English Learning Achievement," 33-34

[8] Kheirzadeh and Tavakoli, "The Causes of Reading Difficulty," 147-152

[9] Djuarsa, "The Relationship between Vocabulary Knowledge and Reading Comprehension Ability of Senior High School Students."

[10] Cheng, Liying, William T. Rogers and Xiaoying Wang. "Assessment purposes and procedures in ESL/EFL classrooms." *Assessment & Evaluation in Higher Education* 33 (2008): 32 - 39.

because they allow testers to "manage the range of probable responses" by allowing them to regulate test-takers' mental processes when answering. Even though creating a multiple-choice exam takes effort, marking and evaluating it is simple.

2) Short answer

For assessing reading comprehension, short-answer examinations are particularly beneficial. It may also be viewed as a "semi-objective multiple choice alternative." Test takers are expected to react to a question by drawing conclusions from the text rather of just answering "yes" or "no." Before answering the question, the test-takers may be expected to infer meaning from the text.

3) Cloze test

Cloze tests are commonly used in language evaluation, especially for assessing reading abilities in language examinations, both in the classroom and on standardized tests. Furthermore, cloze tests have been proven to be the most accurate predictor of reading ability. Cloze tests are seen to be more efficient and trustworthy than reading comprehension exams that employ open-ended questions or short responses since they are easy to evaluate and do not rely on extensive written replies, as many reading comprehension tests do.

Cloze tests are used to assess readability and comprehension in students. The cloze process is frequently used to test readers' reading strategies or to help learners establish their own reading strategies. Cloze forces readers to be more conscious of the meaning by removing certain words, and it encourages them to apply reading skills such as scanning and seeking, which are typically overlooked in second language reading.

4) Observation

The most prevalent type of classroom-based reading evaluation is observation. Observation may be done in a variety of ways. One method is to keep track of which reading behaviors are seen using an observation checklist. Keeping anecdotal records is another option. Anecdotal recordings provide information regarding pupils' reading comprehension as well as the time, date, and names of individuals engaged.

b. The Student-Conducted Method

The student-conducted method is the method that the students select and direct their own learning activities in doing reading assessment. The types in this assessment include some technique such as summarizing, free recall test and retelling[11].

1) Summarizing

Summarizing is a type of academic literacy work that necessitates the use of both reading and writing skills. Writing a summary is usually thought of as a reading comprehension technique. Students may get quite adept at extracting the important events from the text while actively utilising some of the significant terms they discover within it by creating a summary. Furthermore, requiring pupils to write a summary after reading can be used to correctly assess their reading abilities.

2) Free recall test

Students are supposed to read the material and then write down all they can remember from it in a free recall test. This method is thought to offer a picture of the learner's progress.

3) Retelling

Retelling is a type of post-reading or post-listening recollection in which readers or listeners verbally or in writing convey what they remember. As a result, retelling is one of the post-reading exercises. The value of post-reading exercises cannot be overstated, because they contain at least three reading principles: students must be engaged with what they are reading, students should be encouraged to respond to the text's content, and students should be fully used while reading texts. In a nutshell, the fundamental benefit of employing post-reading activities is diversity, which leads to activities that are positive, creative, original, successful, and enjoyable.

B. Cognitive Resilience

Cognitive resilience means the ability to respond in a healthy and productive manner when confronted with stressful situations. It is one of the most important aspects of gaining subjective well-being. Moreover, this section discusses the definition of cognitive, the definition of cognitive resilience, and the dimension of cognitive resilience.

1. The Definition of Cognitive

The mental action or process of learning information and understanding through thinking, experience, and the senses is known as cognition. The term cognitive is well-known on

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[11] Cheng, Liying, William T. Rogers and Xiaoying Wang. 32 - 39.

psychology and education aspect. Cognitive education is an educational strategy based on cognitive science studies (mind and brain sciences) and centred on the acquisition, development, and application of cognitive processes to achieve qualified learning. Cognitive education also refers to a broad area that encompasses a wide range of strategies, from laboratory experimental procedures to qualitative methods[12]. Because the discipline is so broad, researchers frequently combine approaches from psychology, neurology, linguistics, artificial intelligence, and philosophy to conduct research. Moreover, cognitive education is a multidisciplinary area with a cognitive science background that has its own set of concepts, principles, history, and approach[13].

2.   The Definition of Cognitive Resilience

The term resilience is a reference framework for describing the positive aspects and mechanisms in an individual, group, material, or system that allow them to hold up, cope, recover, and emerge strengthened when confronted with a destabilizing and disruptive situation that threatens their integrity and stability[14]. The phenomenon resilience refers to the same idea regardless of the discipline in which it is examined, the definition used, or the researcher's technique. Resilience may be described as a notion that represents an individual's ability to overcome and adapt to adversity, implying that one's ability to overcome and adapt to adversity may decide one's success or failure in life. Academic resilience is extremely important for pupils[15]. Furthermore, by preserving optimism, aligning oneself with goals, and possessing problem-solving abilities, students with academic resilience may turn a hard setting into a source of inspiration.

Moreover, cognitive resilience refers to the capacity to overcome the negative effects of setbacks and stress on cognitive function or performance[16]. The ability to withstand unfavourable effects or stress on cognitive performance is known as cognitive resilience. Of equal importance, cognitive resilience has some characteristic. A general positive cognitive assessment of the

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[12] Ram et al., "Correlation of Cognitive Resilience, Cognitive Flexibility and Impulsivity in Attempted Suicide," 362.

[13] Mahmoud Talkhabi and Ali Nouri, "Foundations of Cognitive Education: Issues and Opportunities," *Procedia - Social and Behavioral Sciences* 32 (2012): 385–90, https://doi.org/10.1016/j.sbspro.2012.01.058.

[14] Haft, Myers, and Hoeft, "Socio-Emotional and Cognitive Resilience in Children with Reading Disabilities," 133.

[15] Eva et al., "Academic Resilience and Subjective Well-Being amongst College Students Using Online Learning during the COVID-19 Pandemic," 234.

[16] Ram et al., "Correlation of Cognitive Resilience, Cognitive Flexibility and Impulsivity in Attempted Suicide," 362.

environment, the cognitive capacity to effectively deal with stress, and the competence and self-efficacy to use coping methods are all associated characteristics of the cognitive resilience. Cognitive performance typically declines as stress levels rise.

3. The Dimension of Cognitive Resilience

Cognitive resilience is a crucial aspect of people's capacity to solve the negative effects of setbacks and associated stress on cognitive function or performance. There are five aspects that are going to be discussed, such as optimism about the future, life-goal tracking, satisfaction with productivity and effectiveness, and living according to core values.

a. Optimism about the future

Optimism is described as a general anticipation of pleasant events in the future rather than bad ones. In some programs, optimism is an optimistic vision of individual happiness in accomplishing future goals. Optimism is the inclination to expect the best and to perceive things in a positive light[17]. People who are optimistic expect something good to happen to them. Optimism encompasses two concepts: the desire to hope and the belief that people have the finest existence on the planet. Optimism is a tendency that is considered to be lucrative in the future, has favorable effects on circumstances, and devotes time to actively dealing with and overcoming stress[18]. Adolescents are intimately associated with optimism because it is linked to drive and generosity in confronting and addressing difficulties[19].

 b. Life-goal tracking

Individuals frequently want to preserve a sense of control, anticipating that everything will go according to their plans[20]. Expectations and reality, on the other hand, are constantly at odds. Hardships may demotivate people and make them feel unsatisfied with their lives under

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[17] Nazirul Hasnain, Syeda Wasfeea Wazid, and Zuby Hasan, "Optimism, Hope, and Happiness as Correlates of Psychological Well-Being among Young Adult Assamese Males and Females," *IOSR Journal of Humanities and Social Science* 19, no. 2 (2014): 44–52, https://doi.org/10.9790/0837-19224452.

[18] Fatemeh Sabouripour and Samsilah Bte Roslan, "Resilience, Optimism and Social Support among International Students," *Asian Social Science* 11, no. 15 (May 16, 2015): p159, https://doi.org/10.5539/ass.v11n15p159.

[19] I'anatul Khasanah, Nanik Prihartanti, and Marwanto Marwanto, "Social Support and Future Optimism of Adolescent at Salatiga Islamic Orphanage," *IJIP : Indonesian Journal of Islamic Psychology* 2, no. 2 (December 1, 2020): 225–41, https://doi.org/10.18326/ijip.v2i2.225-241.

[20] Nansook Park, Myungsook Park, and Christopher Peterson, "When Is the Search for Meaning Related to Life Satisfaction?," *Applied Psychology: Health and Well-Being* 2, no. 1 (March 2010): 1–13, https://doi.org/10.1111/j.1758-0854.2009.01024.x.

certain conditions. Goals for achievement may generate inspiration and mental energy, which can help a person overcome challenges and barriers in life[21]. As a result, persons who create personal success objectives are less impacted by bad events that might reduce life happiness. Self-imposed pressures or external pressures, such as pleasing others or complying with expectations, both of which have an externally seen locus of causality, are the sources of controlled motivation. Autonomous motivation, on the other hand, is derived from one's own self, resulting in an internally seen center of causality[22]. Setting high success objectives often reflects one's own ideals; as a result, it is internally motivated and generates self-motivation[23]. Importantly, research based on self-determination theory suggests that autonomous motivation is beneficial to happiness[24].

c. Satisfaction with productivity and effectiveness

Satisfaction, according to discrepancy models, is the outcome of satisfied, or occasionally unmet, expectations. The gap between what a student expects from a school and what he or she really obtains (such as classes, facilities, progression possibilities, and so on) is known as met expectations. When expectations are met or surpassed, satisfaction is high; when they are not, satisfaction is low[25]. Students that utilize this technique will typically use attitude or opinion polls to assess their accomplishment expectations and how well they are being met or not.

d. Living according to core values

With both conceptual foundations and actual activity at schools, values are at the core of education. For example, children may come across artwork or mottos on the school walls that

[21] Rémi L. Capa, Michel Audiffren, and Stéphanie Ragot, "The Interactive Effect of Achievement Motivation and Task Difficulty on Mental Effort," *International Journal of Psychophysiology* 70, no. 2 (November 2008): 144–50, https://doi.org/10.1016/j.ijpsycho.2008.06.007.

[22] Netta Weinstein and Richard M. Ryan, "When Helping Helps: Autonomous Motivation for Prosocial Behavior and Its Influence on Well-Being for the Helper and Recipient.," *Journal of Personality and Social Psychology* 98, no. 2 (February 2010): 222–44, https://doi.org/10.1037/a0016984.

[23] F Cury et al., "The Trichotomous Achievement Goal Model and Intrinsic Motivation: A Sequential Mediational Analysis," *Journal of Experimental Social Psychology* 38, no. 5 (September 2002): 473–81, https://doi.org/10.1016/S0022-1031(02)00017-3.

[24] Wangshuai Wang et al., "Achievement Goals and Life Satisfaction: The Mediating Role of Perception of Successful Agency and the Moderating Role of Emotion Reappraisal," *Psicologia: Reflexão e Crítica* 30, no. 1 (December 2017): 25, https://doi.org/10.1186/s41155-017-0078-4.

[25] Jonathan H. Westover, Andrew R. Westover, and L. Alan Westover, "Enhancing Long-term Worker Productivity and Performance: The Connection of Key Work Domains to Job Satisfaction and Organizational Commitment," *International Journal of Productivity and Performance Management* 59, no. 4 (April 27, 2010): 372–87, https://doi.org/10.1108/17410401011038919.

convey explicit and implicit meanings. Furthermore, students frequently copy their professors since they regard them as role models, particularly in elementary school[26]. As a result, instructors have an impact on the development of students' values, as well as their cognitive and psychological growth. In light of this, they are regarded as one of the most important factors of society's future.

C. Metacognitive Reading Awareness

Metacognitive reading awareness is the process of identifying the necessary skills for processing a text, grasping it, and employing appropriate ways as needed. The detail can be split into the definition of metacognitive and the definition of metacognitive reading awareness.

1. The Definition of Metacognitive

Jhon Flavel, an American psychologist, was the first to pioneer the term "metacognition" in 1978. The ability to influence the cognitive process is referred to as metacognition[27]. The term metacognitive refers to the individuals can share knowledge about cognitive states and capacities while also expanding the construct to incorporate emotive and motivational features of thinking. It focuses on individual cognition performance knowledge and individual beliefs[28]. In line with that, metacognitive is also defined as an individual's understanding and ability of cognition and self-control, as well as the self-monitoring mechanism of learning processes and activities and the regulation of knowledge[29].

Moreover, metacognitive helps people in enabling their thinking to construct a specific problem-solving approach and then retrieve the same method in a different learning or problem-solving situation[30]. Metacognitive skills are defined as a multidimensional collection of general talents. These abilities are empirically distinct from general intelligence, which can compensate for a lack of general intelligence and topic expertise while addressing problems. According to

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[26] Asiye Toker Gökçe, "Core Values in Education From the Perspective of Future Educators," *SAGE Open* 11, no. 2 (April 2021): 1–14, https://doi.org/10.1177/21582440211014485.

[27] Alireza Karbalei, "Metacognition and Reading Comprehension," *Ikala, Revista de Lenguaje y Cultura* 16, no. 28 (August 2011): 5–14.

[28] Reza Ahmadi, Nizam Ismail, and Kamarul Kabilan Abdullah, "The Importance of Metacognitive Reading Strategy Awareness in Reading Comprehension," 235

[29] Kouider Mokhtari and Carla A. Reichard, "Assessing Students' Metacognitive Awareness of Reading Strategies," *Journal of Educational Psychology* 94, no. 2 (June 2002): 249–59, https://doi.org/10.1037/0022-0663.94.2.249.

[30] Reza Ahmadi, Nizam Ismail, and Kamarul Kabilan Abdullah.

Alexander, Schallert & Hare (1991) on Anjomshoaa's research (2012), metacognitive knowledge means "knowledge about knowledge" or "thinking about thinking"[31].

2. The Definition of Metacognitive Reading Awareness

The process of recognizing the essential techniques to process a text, being able to grasp it, and using suitable methods as needed is referred to as metacognitive reading awareness. Brown (1980) developed the notion of metacognition in the reading area by proposing that a successful reading process requires strategic knowledge and action on the part of the readers[32]. When it comes to reading, metacognition relates to how one activates one's reading approach. Metacognition plays a part in deciding on a reading strategy, which refers to one's knowledge of the need to think and learn about how to cope with text comprehension. A reader who has a high level of metacognition about their reading technique evolves into an active and responsive reader[33].

Metacognitive reading strategy are divided into five primary components: (1) preparing and planning for effective reading; (2) deciding when to use a particular reading strategy; (3) knowing how to monitor reading strategy use; (4) learning how to orchestrate various reading strategies; and (5) evaluating reading strategy use Metacognition does not exist in isolation from the other five parts. The most appropriate portrayal with the others could be the mixing of all five into a kaleidoscope vision. Metacognition is not a step-by-step procedure that starts with planning and ends with evaluation. During a learning task, you can employ more than one metacognitive activity at once[34].

3. The Dimension of Metacognitive Reading Awareness

Metacognition is a crucial aspect of people's thinking when it comes to solving problems and regulating the learning process. There are five factors affecting metacognitive

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[31] Patricia A. Alexander, Diane L. Schallert, and Victoria C. Hare, "Coming to Terms: How Researchers in Learning and Literacy Talk About Knowledge," *Review of Educational Research* 61, no. 3 (September 1991): 315–43, https://doi.org/10.3102/00346543061003315; Anjomshoaa, "The Influences of Metacognitive Awareness on Reading Comprehension in Iranian English Undergraduate Students in Kerman, Iran."

[32] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (White Plains, N.Y.: Longman, 2001); (Mark) Feng Teng, "The Benefits of Metacognitive Reading Strategy Awareness Instruction for Young Learners of English as a Second Language," *Literacy* 54, no. 1 (January 2020): 29–39, https://doi.org/10.1111/lit.12181.

[33] R. Sheorey and K. Mokhtari, "Differences in The Metacognitive Awareness of Reading Strategies among Native and Non-Native Readers," *System* 29, no. 4 (December 2001): 431–49, https://doi.org/10.1016/S0346-251X(01)00039-2.

[34] Anita Varga, "Metacognitive Perspective on The Development of Reading Comprehension: A Classroom Study of Literary Text-Talks: Metacognitive Perspective on Reading," *Literacy* 51, no. 1 (January 2017): 19–25, https://doi.org/10.1111/lit.12095.

strategy namely planning and evaluation, person knowledge, mental translation, directed attention, and problem-solving[35].

e. Planning and evaluation

The readers' tactics for preparing themselves for reading, as well as evaluating and measuring the results of their efforts in the learning process, are reflected in planning and evaluation.

f. Person knowledge

Person knowledge refers to a learner's broad understanding of the troublesome reading sequence as well as their reading self-efficacy.

g. Mental translation

This mental translation refers to the online mental translation approach used by students.

h. Directed attention

Learners who use directed attention have a method that helps them concentrate and stay focused on the work at hand.

i. Problem-solving

Readers employ problem-solving skills to become involved and overcome difficulties in order to keep an eye on reasoned decisions or inferences.

D. Previous Study

In conducting this current research, the researcher has several previous studies that are used as example and foundation of the research.

The first previous study is Maryam, Ihrom, and Nurlaelawati that has goal was to see if there was a link between metacognitive reading strategies and comprehension[36]. Its purpose was to explore if metacognitive reading methods and comprehension were linked. The study's sample consisted of thirty first-year university students. According to the data, there was a clear beneficial correlation between metacognitive reading approaches and reading comprehension.

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[35] Sahragrard, Rahman, Ali Kushki, Mowla Miri and Farzad Mahmooudi. "The metacognitive reading awareness listening questionnaire as a metacognitive-raising tool: Does it work?" *Global Journal of Foreign Language Teaching 5, no. 1* (2015): 101. http://doi.org/10.18844/giflt.v5i0.51.

[36] Maryam, Ihrom, and Nurlaelawati, "The Correlation between Metacognitive Reading Strategies and Reading Comprehension Among 1st Year EFL Students at a Public University in West Java."

Metacognitive reading strategy awareness is associated with a high degree of reading comprehension in students.

The next is conducted by Anjomshoaa and Golestan[37]. The data analysis revealed a positive relationship between metacognitive reading strategy awareness and reading comprehension. The positive correlation demonstrated that if your metacognitive reading approach is robust, so will your reading comprehension. The findings of this study revealed that students should be aware of their reading strategy awareness since it can predict reading comprehension outcomes. In addition, the instructor should educate students how to employ reading methods to assist them increase their comprehension.

Meanwhile, the third previous study is conducted by Stephanie, Chelsea and Fumiko[38]. The findings implied that, while some children have etiological risk factors for reading disability (RD), cognitive and socio-emotional protective factors may, through a variety of techniques and processes, diminish the severity of RD symptoms and individual outcomes. Although there is no empirical evidence, these protective features that lead to cognitive and socio-emotional resilience should impact reading results in a reciprocal manner, and jointly contribute to an individual's ability to adapt to adversity.

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[37] Anjomshoaa, "The Influences of Metacognitive Awareness on Reading Comprehension in Iranian English Undergraduate Students in Kerman, Iran."
[38] Haft, Myers, and Hoeft, "Socio-Emotional and Cognitive Resilience in Children with Reading Disabilities."