REFERENCES

Afriani, D. (2013). *The effectiveness of using stuctured dyadic method (SDM) in teaching reading narrative text: an experimental study at the first year students of SMAN 2 AIKMEL in academic year 2013/2014*. (Unpublished undergraduate program). IKIP Mataram.

Anderson, M. & Anderson, K. *Text Types in English 2*. South Yarra: Macmillan Education Australia.

Arikunto, S. (2006). *Procedure of the Research: Practice Approach (6th ed.).* Yogyakarta: PT. Rineka Cipta.

Barsowi.(2010). Statistika Penelitian

Brown, H. D. (2013). *Language Assessment Principles and Classroom Practices.* San Francisco: State University.

Brown, H. D. (2013). *Principle Of Language Teaching and Learning*. Engel Word Cliffs,NJ: Prentice Hall.

Cohen,L.,Manion, L., Morrison, K., & Ebooks Corporation.(2011; 2013; 1993). *Research methods in education* (7th ed.). Abingdon, Oxon; New York: Routledge. doi:10.4324/9780203720967.

Derewianka, B. (2008). *Exploring How Text Work*. Maryborough: Newtown Nsw.

Erica, E. (2016).The Comparison of Structured Dyadic Method and The Power of Two toward Cognitive Students' Outcome of Chemistry Class in Junior High School 38 Samarinda. *Proceedings of Biology, Sciences, Environment and Learning National Conference*. Dec, 2016. Universitas Mulawarman Samarinda.

Gerot, L &nWignell, P.(2009). *Making Sense of Functional Grammar*. Australia: An Introductory Workbook.

Grabe, W. (2011). *Teaching and Researching Reading*. Great Britain: Pearson Education Limited.

Guthrie, T (2004). *Motivating Reading Comprehension: concept oriented reading instruction.* Mahwah New Jersey: Laurence Erlbaum Associates Publisher.

Hairunisah, S. (2017). *The Effect of Structured Dyadic Method towards Students' Critical Thinking In Reading*. Journal of Languages and Language Teaching, Vol.5 No.2.

Harmer, J.(2003).*The Practice of English Language Teaching*. London: Longman.

Huda, M. (2011). *Cooperative Learning*. Yogyakarta: Pustaka Pelajar.

Johnson, P. A. (2008). *Teaching Reading and Writing a Guidebook for Tutoring and Remediating Student.* Maryland: Rowman & Littlefield Publishers, Inc.

Klinger, K. (2015). *Dyad Reading Experiences of Second Grade English Learner with Fiction and Non Fiction Text*. Bringham: University Provo.

Knapp, P& Watkins, M.(2005). *Genres Text, Grammar*. Sydney: University of New South Wales Press.

Kothari, C. R. (2012). *Research Methodology: Methods and Technique (2nd Received Edition)*. New Delhi: New Age International.

Macionis, J. J. & Linda, M. G. (2011).*Sociology*. (7[th]ed).Toronto: Pearson Prentice Hall.

Moreilon, J.(2007). *Collaborative Strategies For Teaching Reading Comprehension*. Chicago: American Library Association.

Nafisah, N.& Kurniawan, E.(2007). Writing English for General Communication. Bandung: UPI PRESS.

Nejad, S.G. &Keshavarzi. A. (2015). *The Effect of Cooperative Learning on Reading Comprehension and Reading Anxiety of Pre-University Students*. Journal of Applied Linguistics and Language Research. 2(1). 125-140.

Ningsih, S.H. (2012). *the effect of structured dyadic method (sdm) with contextual teaching and learning approach towards mathematics students' achievement of SMPN 1 Kampar*(Unpublished undergraduate program). Sultan Syarif Kasim Riau University, Pekanbaru.

O'Leary, Z. (2014). *The essential guide to doing your research project* (2nd ed.). London: SAGE.

Rahmawahyuni. (2016). *The comparison of mathematics students' outcome through structured dyadic method (SDM) and make a match in the eight grades students of madani alauddin pao-pao gowa makasar*(Unpublished undergraduate program). UIN Alauddin, Makassar.

Saragih, N.S. & Pardede, H. (2014). *The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematang Siantar*. IOSR Journal: Vol 19. PP 56-64.

Salmi.(2011). *Schemata (Bcaground Knowledge) and Reading Comprehension for ESL Students*. Research Journal Specific Education Issue No 12.

Setyorini. (2018). *The implementation of cooperative learning model type structured dyadic method (SDM) to improve students' activity and learning outcome on computer and basic network subject at the tenth grades students of vocational school 2 Klaten* (Unpublished undergraduate program). Yogyakarta University, Yogyakarta.

Slavin, R. E. (2005). *Student teams and achievement division*. Journal of Research and Development in Education, 12 (1). 39-49.

Slavin, R.E. (2008). Cooperative Learning. Bandung: Nusa Media.

Steendam, E. V. (2010). *The Effect of Instruction Type and Dyadic or Individual Emulation on The Quality of Higher-Order Peer Feedback in EFL*.Journal of Learning and Instruction. 20(1). 231-240.

Stone, R. 2009. *Best Practices for Teaching Reading: What Award-Winning Teachers Do?*California: Corwin Press.

Sudjiono, A. (2008). *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Jakarta.

Sugiyono. (2010). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfa Beta.

Sugiyono. (2011). *Statistika Untuk Penelitian.* Bandung:Alfabeta.

Tarigan, H. G. (2008). *Membaca sebagai suatu keterampilan berbahasa.* Bandung: Angkasa.

Trianto. (2010). Mendesain Model Pembelajaran Inovatif-Progresif: Konsep, Landasan, dan Implementasinya Pada Kurikulum Tingkat Satuan Pendidikan (KTSP). Jakarta: Kencana.

Wiranata, W. (2014). *Learning outcomes comparison between structured dyadic methods (SDM) type and think pair share (TPS) of cooperative learning on chemistry subject using fishing rod molymod learning media at sman 5 Bengkulu* (Unpublished undergraduate program). Bengkulu University, Bengkulu.