

REFERENCES

- Anderson, Mark and Kathy Anderson.1997. *Text Type in English*. South Yarra: Mackmillan
- Clay, Marie M. 1991. Syntactic awareness and Reading Recovery: A response to Tunmer. *New Zealand Journal of Education Studies*, 26, 87-91.
- Elizabeth G. Cohen, Celeste M. Brody, Mara Saphon-Shevin, *Teaching Cooperative Learnig. The Challenge for Teacher Education*, (New York: State University of New York Press), p.72.
- Grabe. William and Frederika L, Stoller. 2002. *Teaching and Researching Reading*. New York: Longman.
- Grabe and Stoller, (2002: 13), *Teaching and Researching Reading*. London, Longman.
- Harmer, J. (2002: 322). *The Practice of Language Teaching*. New York: Longman.
- Linda Gerot, Peter Wignell. 1995. *Making Sense of Functional Grammar: an introductory workbook*. Australia: Gerd Stabler.
- Mc Neil, 1992, *Reading Comprehension, as New Direction for Classroom Practice*, University of California, Los Angeles.
- Palmer, S. A. J. 1998. *Students Teams Achievement Divisions (STAD) in a twelfth-grade classroom: Effect on students' achievement and attitude*. [Online]
- Richards. I. Arends, *Learning to Teach, 7th Edition*, (New York: McGraw – Hill, 2007), p.352
- Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. Oxford: Oxford University Press.
- Robert. E. Slavin, *op.cit.*, pp. 71-73.
- Slavin, R A. 1995. *Coopeartive learning: theory, research and practice*, England: John Hopkins University.
- 2005.*Cooperative Learning: Teori, Riset, dan Praktik*. Bandung: Nusa Media.
- Shlomo Sharan, *Handbook of Cooperative Learning Methods*, (Westport: Greenwood Publishing Group, Inc, 1999), pp. 3-4.
- Scoot Armstrong and Jesse Palmer, *Students Team Achievement Divisions (STAD) in a Twelfth Grade Classrom: Effect on Students Achievement and Attitude*, *Journal of Social Study Research* 22, 1998), p.4.