

DAFTAR PUSTAKA

- Anderson, J., Anderson, A, Friedrich N., Kim, J.E. (2010). Taking stock of family literacy: Some contemporary perspectives. *Journal of Early Childhood Literacy*, 10(1), 33-53. doi:10.1177/1468798409357387.
- Bjorklund, D. F. (2005). *Children's Thinking, Cognitive development and Individual differences*. Belmont: Thomson Learning.
- Burke, M.D., Hagan-Burke, S., Zou, Y., Kwok, O. (2010) A Structural Equation Model using fluency-based early literacy measures to predict emerging reading. *Remedial and Special Education*, 31(5), 385-399
- Burgess,S.R, Hecht A.S., Lonigan, C.J. (2002). Relation of the home literacy environment (HLE) to the development of reading-related abilities: a one-year longitudinal study. *Reading Research Quarterly*, 37(4), 408-426.
- Brooker, L. (2011). Taking children seriously: an alternative agenda for research? *Journal of Early Childhood Research*, 9(2), 137-149 doi 10.1177/1476718X10387897
- Byrne, B., Fielding-Barnsley, R. & Ashley,L. (2000). Effects of Preschool Phoneme Identity Training After Six Years: Outcome Level Distinguished from Rate of Response. *Journal of Educational Psychology*, vol. 92, 4, 659-667
- Cronan, T.A., Cruz. S.G., Arriaga, R.I., Sarkin A.J. (1996). The effect of a community-based literacy program on young children's language and conceptual development. *American Journal of Community Psychology*, 24(2), 251. doi:0091-0562/96/0400-0251\$09.50/0
- Deckner, D.F., Adamson L.B. & Bakeman, R. (2006). Child and Maternal Contributions to Shared Reading: Effects on Language and Literacy Development. *Applied Developmental Psychology* 27, 31-41
- Dieterich, S. E., Assel, M. A., Swank, P., Smith, K.E. & Landry, S.H. (2006). The impact of early maternal verbal scaffolding and child language abilities on later decoding and reading comprehension skills. *Journal of School Psychology*, 43, 481-494
- Farkus, R.D (2003) Effects of Traditional versus learning style instructional method in middle school student. The Jurnal of Education Research, vol. 97 no 1.
- Fisher, R. (2010). Young writers' construction of agency. *Journal of Early Childhood Literacy* 10 (4): 410 – 429. doi: 10.1177/1468798410382407
- Graham.S., Harris K.R. & Fink B. (2000). Is Handwriting Causally Related to Learning to Write? Treatment of Handwriting Problems in Beginning Writers. *Journal Of Educational Psychology*, 92, 4, 620-633
- Green, S.D., Peterson, R. (2006) Language and literacy promotion in early childhood settings: a survey of center-based practices. *Early Childhood Research and Practice*, 8 (1), 1-18.
- Hetcher P.J., Goetz K., Snowling M.J., Hulme C., Gibbs S. & Smith G. (2006). Evidence for the Effectiveness of the Early Literacy Support Programme. *British Journal of Education Psychology*. 76. 351-367
- Hoff, E. (2005). *Language Development*. Florida Atlantic University: Wadsworth

- Johnson, D., Sulzby, E. (1999). Critical issue: addressing the literacy needs of emergent and early readers. Diunduh dari www.ncrl.org/sdrs/areas/issues
- Levy, B.A., Gong, Z., Hessel, S., Evans, M. A. & Jared, D. (2006). Understanding Print: Early Reading Development and Contributions of home literacy experience. *Journal of Experimental Child Psychology* 93, 63-93
- Li, H., Rao, N. (2000). Parental influences on Chinese literacy development: a comparison of preschoolers in Beijing, Hongkong, and Singapore. *International Journal of Behavioral Development*, 24(1), 82-90. Diunduh dari <http://www.tandf.co.uk/journals/pp/01650254.html>
- Lynch, J., Anderson, J., Anderson A., Shapiro J. (2006). Parent's beliefs about young children's literacy development and parent's literacy behaviors. *Reading Psychology*, 27, 1-20. doi: 10.1080/02702710500468708.
- Maal, N. (2004). Learning Via Multisensory Engagement also ciation management. Page 61
- Melhuish, E.C., Sylva, K., Sammons, P., Siraj-lachford,I, Taggart, B. (2008). Effect of the home learning environment and preschool center experience upon literacy and numeracy development in early primary school. *Journal of Social Issues*, 64(1), 95-114.
- Mullis, R.L., Mullis, A.K., Cornille, T.A., Ritchson, A.D. & Sullender, M.S. (2004). *Early literacy outcomes and parent involvement*. Tallahassee, Fl: Florida State University.
- Mullis, I.V.O, & Martin, M.O. (2007). *Overview of PIRLS 2006*. Diunduh September 2012 dari http://www.isei-ivei.net/blog/PIRLS2006_statement_exhibits.pdf
- Martins, M. A. & Silva, C. (2006). The Impact of Invented Spelling on Phonemic Awareness. *Journal of Learning and Instruction* 16, 41- 56
- Neumann, M.M, Hood, M., Ford, R.M., (2013). Using environmental print to enhance emergent literacy and print motivation. *Reading and Writing*. 26(5), 771- 793.
- Neumann, M. M., Hood, M., Ford, R. M., & Neumann, D. L. (2012). The role of environmental print in emergent literacy. *Journal of Early Childhood Literacy*, 12(3), 231-258.
- Orton, S.T., Gillingham, A. (2000). Orton Gillingham Multisensory Phonics Programs. www.glyphonics.com, diakses Maret 2010.
- Roberts, J., Jurgens, J., Burchinal, M., Graham F. P. (2005). The role of home literacy practices in preschool children's language and emergent literacy skills. *Journal of Speech, Language and Hearing Research*, 48, 345-359. doi:1092-4388/05/4802-0345
- Reutzel, D.R., Fawson, P.C., Smith, J.A. (2006). Words to go! : Evaluating the first-grade parent involment program for 'making' words at home. *Reading Reasearch and Instructions*, 45,119-159
- Rasinski, T., Stevenson, B. (2005). The effects of fast start reading: A fluency-based home involvement reading program, on the reading achievement of beginning readers. *Reading Psychology*, 26, 109-125. doi: 10.1080/02702710590930483

- Reese, E., Sparks, A., Leyva, D. (2010). A review of parent intervention for preschool children's language and emergent literacy. *Journal of Early Childhood Literacy*, 10 (1), 97-117. doi: 10.1177/1468798409356987
- Roskos, K., Christie, J., Widman, S., & Holding, A. (2010) Three decades in: Priming for meta analysis in play-literacy research. *Journal of Early Childhood Literacy*, 10(1), 55-96. doi: 10.1177/1468798409357580
- Roskos, K., Christie, J. (2001). Examining the play literacy interface: a critical review and future direction. *Journal of Early Childhood Literacy*, 1 (1), 59-89.
- Ruhaena, L. (2008a). Pengaruh Metode Pembelajaran *Jolly Phonics* terhadap Kemampuan Baca-Tulis Permulaan Bahasa Indonesia dan Bahasa Inggris pada Anak Prasekolah. *Jurnal Penelitian Humaniora*. Vol. 9, No. 2, Agustus, hal 190-204.
- Ruhaena, L. (2008b). Peningkatan Kemampuan Baca-Tulis Permulaan pada Anak Prasekolah dengan Penggunaan Metode Pengajaran *Jolly Phonics*. *Laporan Penelitian Dosen Muda*. Surakarta: Universitas Muhammadiyah Surakarta, tidak diterbitkan.
- Saint-Saint-Laurant, L., Giasson, J. (2005). Effects of family literacy adapting parental intervention to first graders' evolution of reading and writing abilities. *Journal of Early Childhood Literacy*, 5 (3), 253-278. doi:10.1177/1468798405058699
- Tiene, D. (2000). Sensor mode and information traditional examining: The effects of timing on multisensory processing. *Kent State University International Journal of Instruction Media*. Vol 27(2). Pp 56-57.
- Weigel, D.J., Martin S.S., Bennett, K.K. (2006). Mother's literacy beliefs: connections with the home literacy environment and pre-school children's literacy development. *Journal of Early Childhood Literacy*, 6(2), 191-211. doi:10.1177/1468798406066444
- Westley, M. (2003). Sensory-rich education. *Landscape Design*. February pp 31-35
- Yaden, D. B., Tam, A., Madrigal, P., Brassel, D., Massa, J., Altamirano, S. & Armendariz, J. (1999) Early Literacy for Inner-City Children: The Effects of Reading and Writing Interventions in English and Spanish During the Preschool Years. www.ciera.org/library/archive/1999-02/art-online-99-02.html, diakses Juni 2007.