

REFERENCES

- Allington, R. L. (1983). Fluency: The neglected reading goal. *The Reading Teacher*, 37, 556–561.
- Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. (1985). *Becoming a nation of readers*. Washington, DC: National Institute of Education.
- Arikunto, S., Suhardjono & Supardi. (2012). *Penelitian Tindakan Kelas*. Jakarta: PT. Bumi Aksara.
- Artelt, C., Baumert, J., Julius-McElvany, N., & Peschar, J. (2003). *Learners for life: Student approaches to learning*. Paris: OECD.
- Aqib, Zainal., et.al. 2008. *Penelitian Tindakan Kelas Untuk Guru SMP, SMA, SMK*. Bandung: Alfabeta.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: The Guilford Press.
- Beck, I. L., & McKeown, M. G. (2001). *Text talk: capturing the benefits of read-aloud experiences for young children*. *The Reading Teacher*. 55(1), 10.
- Burgess, M., & Tracey, D. (2006). *Read-alouds in the school setting* (Unpublished thesis). Kean University. Retrieved May 25, 2012.
- Chapman, J.W., & Tunmer, W.E. (1995). Development of young children's reading self-concepts: An examination of emerging subcomponents and their relationship with reading achievement. *Journal of Educational Psychology*, 87, 154–167.
- Cooper J.D., Kiger N.D., Robinson M.D., & Stansky J.A. (2011) *Literacy: helping students construct meaning* (8th Edition). USA: Cengage Learning.

- Ehri, L.C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. *Word recognition in beginning literacy*. In J.L. (pp. 3–40). Mahwah, NJ: Erlbaum.
- Ehri, L.C. (2002). Phases of acquisition in learning to read words and implications for teaching. *British Journal of Educational Psychology: Monograph Series, (1)*, 7–28.
- Elliot, J. (1991). *Action Research for Educational Change*. Buckingham: Open University Press.
- Ezell, H. K., Justice, L. M., & Parsons, D. (2000). Enhancing the emergent literacy skills of preschoolers with communication disorders: A pilot investigation. *Child Language Teaching and Therapy*, 16, 121–140.
- Franzese, R. (2002). *Reading and writing in kindergarten: A practical guide*. New York: Scholastic Professional Books.
- Hasbrouck, J., Tindal, G.A. (2006). International Reading Association. *Oral reading fluency norms: A valuable assessment tool for reading teachers*. (pp. 636–644) doi:10.1598/RT.59.7.3
- Horstmanshof, L. (2010). *An Examination of the Effectiveness of Lecturers for Large First Year Classes*. Brisbane: Griffith University Press.
- JrPlantinga. (2002). *Engaging God's World*. USA: W.M.B. Eerdmans.
- Justice, L. M., & Pullen, P. C. (2003). Topics in Early Childhood Special Education. *Promising interventions for promoting emergent literacy skills: Three evidence-based approaches*. 23(3), 99-113.
- Kauffman & Hallahan. (2011). *Handbook of Special Education*. Third Avenue, NY: Routledge.
- Knight, G.R. (2006). *Philosophy & education: an introduction in Christian perspective (4th ed.)*. Michigan: Andrews University Press.

- Kuhn, M.R., Stahl, S.A. (2003). *Journal of Educational Psychology*. *Fluency: A Review of Developmental and Remedial Practices*. 95(1), 3–21. The American Psychological Association, DOI: 10.1037/0022-0663.95.1.3
- Lyubomirsky S, King L, Diener E. (2005). *The Benefits of frequent positive effects : does happiness lead to success?* 131(6):803-55.
- Pardo S., Laura (2004) International Reading Association. *What every teacher needs to know about comprehension*, 58(3), 272–280
doi:10.1598/RT.58.3.5
- Primamore, M. A. (1994). *The effects of reading aloud in promoting literacy and enhancing desire to read*. New Jersey: Kean College.
- Rasinski. (2003). *The Fluent Reader*. New York, NY: Scholastic Professional Books.
- Rasinski, T., & Padak, N. (2000). *Effective reading strategies: Teaching children who find reading difficult (2nd ed.)*. Ohio: Merrill-Prentice Hall.
- Robert J. Marzano, Debra Pickering, Jane E. Pollock. (2001). *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. USA: McREL Readers
- Santrock, John. (2011). *Educational Psychology*. USA: McGraw-Hill.
- Shaywitz, S.E., & Shaywitz, B.A., (2004). *Reading Disability and the Brain*. *Educational Leadership*, 61(6), 6-11.
- Sugiyono. (2008). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Trelease, J. (2001). *The read-aloud handbook*. New York, NY: Penguin Books.

Tuckman, B. (1999). *Conducting educational research: Fifth edition*. Belmont: Wadsworth Group.

Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental Psychology*, 30(5), 679–689.

Winch, G., Johnston, R.R., March, P., Ljungdahl, L. & Holliday, M. (2006). *Literacy: Reading, Writing and Children's Literature* (3rd edn). South Melbourne: Oxford University Press.

Wiratmaja, R. (2009). *Metode Penelitian Tindakan Kelas*. Bandung: PT. Remaja Rosdakarya.

Van Brummelen, H. (2002). *Steppingstones to curriculum: a Biblical path* (2nd ed.). Colorado Springs: Purposeful Design.

Van Brummelen, H. (2009). *Walking with God in the classroom: Christian approaches to teaching and learning* (3rd ed.). Colorado Springs: Purposeful Design