

DAFTAR PUSTAKA

- Read: Outloud 6, Sequencing Information.* (2009). USA/Canada: Don Johnston Incorporated.
- Aarseth, E. J. (1997). *Cybertext: Perspectives on Ergodic Literature*. Baltimore & London: The John Hopkins University Press.
- Abrams, S., & Morton, N. (2007). *Power Practice: Fact or Opinion and Cause & Effect, Gr. 1-2, eBook*. Huntington Beach: Creative Teaching Press.
- Aparicio, M., Peigneux, P., Charlier, B., Balériaux, D., Kavec, M., & Leybaert, J. (2017, Maret). The Neural Basis of Speech Perception through Lipreading and Manual Cues: Evidence from Deaf Native Users of Cued Speech. *Frontiers in Psychology*, 8(426), 1-23.
- Archer, A. L., Gleason, M. M., & Vachon, V. L. (2003). Decoding and Fluency: Foundation Skills for Struggling Older Readers. *Learning Disability Quarterly*, 26(2), 89-101.
- Baker, L., & Stein, N. (1981). The Development of Prose Comprehension Skills. Dalam C. M. Santa, & B. L. Haves (Penyunt.), *Children's Prose Comprehension: Research and Practice* (hal. 7-43). Delaware: The International Reading Association, Inc.
- Baker, L., Scher, d., & Mackler, K. (1997). Home and Family Influences on Motivations for Reading. *Educational Psychologist*, 32(2), 69-82.
- Bamberger, M. (2000). Opportunities and Challenges for Integrating Quantitative and Qualitative Research. Dalam M. Bamberger (Penyunt.), *Integrating Quantitative and Qualitative Research in Development Projects* (hal. 3-36). Washington DC.: The International Bank for Reconstruction and Development/ THE WORLD BANK.
- Barrett, T. C. (1967). Goal of the Reading Program: The Basis for Evaluation. Dalam T. C. Barrett (Penyunt.), *The Evaluation of Children's Reading Achievement. Perspectives in Reading* (8 ed., hal. 13-26). Newark, Delaware: International Reading Association.
- Bassey, M. (1999). *Case Study Research in Educational Settings*. Buckingham, Philadelphia: Open University Press.

- Basuki, I. A. (2011, Agustus). Kemampuan Membaca Pemahaman Siswa Kelas IV SD Berdasarkan Tes Internasional dan Tes Lokal. *Jurnal Bahasa dan Seni, Tahun 39(2)*, 202-212.
- Beech, J. R., & Singleton, C. (1997). The Psychological Assessment of Reading: Theoretical Issues and Professional Solutions . Dalam J. R. Beech, & C. Singleton (Penyunt.), *The Psychological Assessment of Reading* (hal. 1-26). London dan New York: Routledge.
- Braden, J. P. (1991). A Meta-Analytic Review of IQ Research with Deaf Person. Dalam D. S. Martin (Penyunt.), *Advances in Cognition, Education, and Deafness* (hal. 56-61). Washington D.C.: Gallaudet University Press.
- Braden, J. P. (1994). *Deafness, deprivation, and IQ*. New York: Springer Science+Business Media.
- Briggle, S. (2005). Language and Literacy Development in Children Who Are Deaf or Hearing Impaired. *Kappa Delta Pi*, 42, 68-71.
- Broek, P. V., & dkk. (2005). Assessment of Comprehension Abilities in Young Children. Dalam S. G. Paris, & S. A. Stahl (Penyunt.), *Children's Reading Comprehension and Assessment* (hal. 107 - 130). New Jersey: Lawrence Erlbaum Associates, Inc.
- Brown, P. M., & Brewer, L. C. (1996). Cognitive Processes of Deaf and Hearing Skilled and Less Skilled Readers. *Journal of Deaf Studies and Deaf Education*, 1(4), 263-270.
- Burnside, S. A. (1980). *Analysis of Gems reading Tests Using Barrett's Taxonomy*. Utah: Brigham Young University.
- Cain, K., & Oakhill, J. (2007). Reading Comprehension Difficulties: Correlates, Causes, and Consequences. Dalam K. Cain, & J. Oakhill (Penyunt.), *Children's Comprehension Problems in Oral and Written Language: A Cognitive Perspective* (hal. 41-76). New York : The Guilford Press.
- Calderon, R. (2000). Parental Involvement in Deaf Children's Education Programs as a Predictor of Child's Language, Early Reading, and Social-Emotional Development. *Journal of the Deaf Studies and Deaf Education*, 5(2).
- Calderon, R., Sidman, S., & Bargones, J. (1998, November). Characteristics of Hearing Families and Their Young Deaf and Hard of Hearing Children:

- Early Intervention Follow-Up . *American annals of the deaf*, 143(4), 347-62.
- Cannon, J. E., & Kirby, S. (2013). Grammar Structures and Deaf and Hard of Hearing Students: A Review of Past Performance and a Report of New Findings. *American Annals of the Deaf*, 158(3), 292-310.
- Carroll, J., Minnen, G., Pearce, D., Canning, Y., Devlin, S., & Tait, J. (1999). Simplifying Text for Language-Impaired Readers. *the 9th Conference of the European Chapter of the ACL (EACL '99)*. Bergen, Norway: The University of Bergen.
- Chamberlain, C., & Mayberry, R. I. (2008). American Sign Language Syntactic and Narrative Comprehension in Skilled and Less Skilled Readers Bilingual and Bimodal Evidence for the Linguistic Basis of Reading. *Applied Psycholinguistics*, 29(3), 367-388.
- Chamberlain, C., & Mayberry, R. I. (2008). American Sign Language Syntactic and Narrative Comprehension in Skilled and Less Skilled Readers: Bilingual and Bimodal Evidence for theLinguistic Basis of Reading. *Applied Psycholinguistics*, 29, 367–388.
- Chandrasekar, R., Doran, C., & Srinivas, B. (1996). Motivations and methods for text simplification. *COLING*, 1041-1044.
- Chen, R., & Vellutino, F. (1997). Prediction of Reading Ability: A Cross-Validation Study of the Simple View of Reading. *Journal of Literacy Research*(29), 1.
- Chun, D., & Plass, J. (1997). Research on Text Comprehension In Multimedia Environment. *Jurnal Language Learning and Technology*, 1(1), 60-81.
- Clarizio, H. F. (1982). Intellectual Assessment of Hispanic Children. *Psychology in the School*, 19(1), 61-71.
- Clark, M. D., Gilbert, G., & Anderson, M. L. (2011). Morphological Knowledge and Decoding Skills of Deaf Readers. *Scientific Research: Psychology*, 2(2), 109-116.
- Connor, C. M., & Zwolan, T. A. (2004). Examining Multiple Sources of Influence on the Reading Comprehension ... *Journal of Speech, Language, and Hearing Research*, 47(3), 509-526.

- Convertino, C. M., Marschark, M., Sapere, P., Sarchet, T., & Zupan, M. (2009). Predicting Academic Success Among Deaf College Students. *Journal of Deaf Studies and Deaf Education*, 14(3), 324 - 343.
- Coppens , K. M., Tellings, A., Verhoeve, L., & Schreuder, R. (2013). Reading Vocabulary in Children With and Without Hearing Loss: The Roles of Task and Word Type. *Journal of Speech, Language, and Hearing Research*, 56, 654-666.
- Coppens, K. M., Tellings, A., Verhoeven, L., & Schreuder, R. (2011). Depth of Reading Vocabulary in Hearing and Hearing-Impaired Children. *Read Writ*, 24, 463-477.
- Coppens, K., Tellings, A., Verhouven, L., & Schreuder, R. (2010). Depth of Reading Vocabulary in Hearing And Hearing-impaired Children. *Springerlink.com*.
- Counseling Center, S. U. (2009). Diambil kembali dari http://www.salisbury.edu/http://www.salisbury.edu/counseling/new/7_critical_reading_strategies.html
- Cummins, S., & Stallmeyer-Gerard, C. (2011). Teaching for Synthesis of Informational Texts With Read-Alouds. *The Reading Teacher*, 64(6), , pp. 394–405.
- Day, R. R., & Park, J.-S. (2005). Developing reading comprehension questions. *Reading in a Foreign Language Volume 17, No. 1*, 60-73.
- De Belder, J., Deschacht, K., & Moens, M.-F. (2010). *Lexical Simplification*. Leuven, Belgium: Katholieke Universiteit Leuven.
- De Lopez, C., Marchi B., G., & Arreaza-Coyle, M. (1997). A Taxonomy Evaluating Reading Comprehension . *EFL Kournal*, 35(2), 30.
- Dewi, A. (2015). *Edisi Terlengkap EYD & SASRA INDONESIA untuk Dunia Penulisan*. Jakarta: Minion Production.
- Dixon, T. D. (2016). *Narrative Transportation As A Tool To Enhance Reading Comprehension (Disertasi)*. Parkway: ProQuest LLC.
- Doherty, M. (2004). *Language Processing in Discourse: A Key to Felicitous Translation*. London and New York: Taylor & Francis e-Library.
- Duff, P. (2008). *Case Study Research in Applied Linguistics*. New York: Taylor & Francis Group, LLC.

- Duke , N. K., & Block, M. K. (2012). Improving Reading in the Primary Grades. *The Future of Children*, 22(2), 55-72.
- Duke, N. K., & Carlisle, J. (2011). The Development of Comprehension. Dalam M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Penyunt.), *Handbook of Reading Research IV* (hal. 199-228). New York: Routledge.
- Edwards, A. (2002). Multimodal Interaction and People with Disabilities. Dalam B. Granstrom, D. House, & I. Karlsson (Penyunt.), *Multimodality in Language and Speech Systems* (hal. 73-92). Dordrecht, Holland: Springer Science+Business Media B.V.
- Edwards, L., & Crocker, S. (2008). *Psychological Processes in Deaf Children with Complex Needs, An Evidence-Based Practical Guide*. London dan Philadelphia: Jessica Kingsley Publishers.
- Elliott, E. A., Braun, M., Kuhlmann, M., & Jacobs, A. (2012). Dual-Route Cascaded Model of Reading by Deaf Adults: Evidence for Grapheme to Viseme Conversion. *Journal of Deaf Studies and Deaf Education*, 17(2), 227-243.
- Emmorey, K. (2003). The Neural Systems Underlying Sign Language. Dalam M. Marschark, & P. E. Spencer (Penyunt.), *Oxford handbook of deaf studies, language, and education* (hal. 361-377). New York: Oxford University Press, Inc.
- Erten, I. H., & Karakas, M. (2007, Desember). Understanding the Divergent Influences of Reading Activities on the Comprehension of Short Stories. *The Reading Matrix, Volume 7*(3), 113-133.
- Eyalati, N., & dkk. (2013). Effects of Parental Education Level and Economic Status on the Needs of Families of Hearing-Impaired Children in the Aural Rehabilitation Program. *Iranian Journal of Otorhinolaryngology*, 25(1).
- Fairgray, E., Purdy, S. C., & Smart, J. L. (2010). Effects of Auditory-Verbal Therapy for School-Aged Children with Hearing Loss: An Exploratory Study. *The Volta Review*, 110(3), 407-433.
- Field, J. (2004). *Psycholinguistics, The Key Concepts*. London and New York: Routledge.
- Fludernik, M. (2009). *An Introduction to Narratology*. (P. Häusler-Greenfield, & M. Fludernik, Penerj.) London dan New York: Routledge.

- Freebody, p., & Anderson, R. C. (1981). *Effects of Vocabulary Difficulty, Text Cohesion, and Schema Availability on Reading Comprehension*. University of Illinois. Massachusetts: Bolt Beranek and Newman Inc.
- Freyhoff, G., Hess, G., Kerr, L., Menzel, E., Tronbacke, B., & Der Veken, K. V. (1998, June). Make It Simple: European Guidelines for the Production of Easy-to-Read Information for People with Learning Disability. New York: Cornell University ILR School.
- Galli, O., Kivinan, L., & Kaarakainen, M.-T. (2011). ReadIT – A Developing And Testing Method For Training Reading Comprehension Strategies. Dalam A. M. Vilas (Penyunt.), *Education in a technological world: communicating current and emerging research and tec* (hal. 383-390). Spanyol: Formatex Research Center.
- Gamble, N., & Yates, S. (2012). *Exploring Children's Literature*. London: Paul Chapman Publishing.
- Geffner, D., & Freeman, L. (1980). Assessment of Language Comprehension of 6 Year Old Deaf Children. *Journal of Communication Disorders*, 455 - 570.
- Gerot, L. (2000). Exploring Reading Processes. Dalam L. Unsworth (Penyunt.), *Researching Language in School and Communities* (hal. 204-221). London and Washington: Cassell.
- Gillard, S. A., & Gillard, S. (2012). The Children Left Behind. *Journal of College Teaching & Learning*, 3, 217-222.
- Goddard, C., & Wierzbicka, A. (1994). Introducing Lexical Primitives. Dalam C. Goddard, & A. Wierzbicka (Penyunt.), *Semantic and Lexical Universals : Theory and Empirical Findings* (hal. 31-54). Amsterdam/Philadelphia: John Benjamins Publishing Co.
- Goldin-Meadow, S., & Mayberry, R. I. (2001). How Do Profoundly Deaf Children Learn to Read. *Learning Disabilities Research and Practice*, 16(4), 222-229.
- Graesser, A. C. (2007). An Introduction to Strategic Reading Comprehension. Dalam D. S. McNamara (Penyunt.), *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Graney, J. M. (1990). Determination of Fact and Opinion: A Critical Reading Problem. *Journal of Psycholinguistic Research*, 19(3), 147-165.

- Graves, M. F. (1986). Vocabulary Learning and Instruction. *Review of Research in Education*, 13(1), 91-128.
- Gray, C. D., & Hosie, J. A. (1996). Deafness, Story Understanding, and Theory of Mind. *Journal of Deaf Studies and Deaf Education*, 1(4), 217-133.
- Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. USA: Cambridge University Press.
- Grocer, A. (2014). The Assessment Of Turkish Written Examination Questions Based On The Text In Accordance With The Barrett's Taxonomy. *International Journal of Languages' Education and Teaching*, 3.
- Hallahan, D., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional Learners An Introduction to Special Education*. New Jersey: Pearson Education Inc. New Jersey: Pearson Education Inc.
- Hancock, D., & Algozzine, B. (2006). *Doing Case Study Research*. New York: Teachers College, Columbia University.
- Handayani, E. S. (2017). *Pengaruh Penerapan Simulation Based Learning Terhadap Pemahaman Dongeng Pada Siswa Tunarungu Kelas III Di Slb - B Yrtrw Surakarta Tahun Ajaran 2016/2017*. Surakarta: UNS.
- Harlaar, N., Cutting,, L., Deater-Decka, K., DeThorne, L. S., Justice, L. M., Schatschneider, C., et al. (2010). Predicting individual differences in reading comprehension: a twin study. *Annals of Dyslexia*, 60(2), 265-288.
- Harris, M., & Moreno, C. (2006). Speech Reading and Learning to Read: A Comparison of 8-Years-Old Profoundly Deaf Children With Good and Poor Reading Ability. *Journal of Deaf Studies and Deaf Education*, 11(2), 189-201.
- Hoover, W. A., & Gough, P. G. (1990). The simple view of reading. *Reading and Writing: An Interdisciplinary Journal*, 2, 127-160.
- <http://kbbi.web.id>. (t.thn.). Dipetik 2017
- Humos, O. A. (2012). An Evaluastive Analysis of Comprehension Questions' Level of Difficulty: A case of 12th Grade Palistinian English Student's Textbook. *An - Najah Univ. J. Res. (Humanities)*, 26(3), 767-788.
- Iran-Nejad, A., Ortony, A., & Rittenhouse, R. K. (1980). The Comprehension of Metaphorical Uses Of English By Deaf Children. Dalam *Center for The Study of Reading*. Washington D.C.: The National Institute of Education.

- Jeddi, Z., Jafari, Z., & M, M. Z. (2012). Effects of Parents' Level of Education and Economic Status on the Age at Cochlear Implantation in Children. *Iran Journal of Otorrhinolaryngol*, 24(1), 7 - 14.
- Jones, J. C. (1988, May). Reading and Study Skills: Problems in the Content Areas. *Journal of Reading*, Vol. 31(No. 8), 756-759.
- Jumiatun. (2017). *Peningkatan Penguasaan Kosakata Benda Pada Anak Tunarungu Kelas Dasar 1 (Satu) Menggunakan Media Flashcard Di Slb Wiyata Dharma 1 Sleman*. Sl. Yogyakarta: UNY.
- Kamhi, A. G., & Catts, H. W. (2002). The Language Basis for Reading: Implication for Classification nad Treatment of Children With Reading Disabilities. Dalam K. G. Butler, & E. R. Silliman (Penyunt.), *Speaking, Reading, and Writing in Children With Language Learning Disabilities* (hal. 45-72). Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Kaplan, R. M., & Saccuzzo, D. P. (2013). *Psychological Testing: Principles, Applications, and Issues* (8th ed.). Wadsworth: USA.
- Kaufman, A. S., & Lichtenberger, E. O. (2006). *Assessing Adolescent and Adult Intelligence* (3rd ed.). New Jersey: John Wiley & Sons, Inc.
- Kelly, L. (1996). The Interaction of Syntactic Competence and Vocabulary During Reading by Deaf Students. *Journal of Deaf Studies and Deaf Education*, 1(1), 75-90.
- Kelly, L. P. (1995, Februari). Processing of bottom-up and top-down information by skilled and average deaf readers and implications for whole language instruction. *Exceptional Children*, 61(4), 318-334.
- Kelly, L. P. (2003). Considerations for Designing Practice for Deaf Readers. *Journal of Deaf Studies and Deaf Education*, 8(2), 171-186.
- Kelly, L. P., & Barac-Cikoja, D. (2007). The Comprehension of Skilled Deaf Readers:The Roles of Word Recognition and Other Potentially Critical Aspects of Competence. Dalam K. Cain, & J. Oakhill (Penyunt.), *Children's Comprehension Problems in Oral and Written Language* (hal. 244 - 280). New York: The Guilford Press.
- Kelly, R. R., & Mousley, K. (2001). Solving Word Problems: More Than Reading Issues for Deaf Students. *American Annals of the Deaf*, 146(3), 251-262.

- Kelly, R. R., Albertini, J. A., & Shannon, N. B. (2001). Deaf College Students' Reading Comprehension and Strategy Use. *American Annals of the Deaf*, 146(5), 385-398.
- Kintsch, W., & Kintsch, E. (2005). Comprehension. Dalam S. G. Paris, & S. A. Stahl (Penyunt.), *Children's Reading Comprehension and Assessment* (hal. 71 - 92). Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Kintsch, W., & Rawson, K. A. (2005). Comprehension. Dalam M. J. Snowling, & C. Hulme (Penyunt.), *The Science of Reading: A Handbook* (hal. 209-226). USA, UK, & Australia: Blackwell Publishing Ltd.
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students With Learning Difficulties*. New York: The Guilford Press.
- Kluwin, T. N. (1994). The Interaction of Race, Gender and Social Class Effects in the Education of Deaf Students. *American Annals of the Deaf*, 139(5), 465-471.
- Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press Ltd.
- Kusumawati, L. I. (2017). *Pengaruh Penerapan Metode Maternal Reflektif Terhadap Kemampuan Membaca Pemahaman Anak Tunarungu Kelas IV Di Sllb-B Yrtrw Surakarta Tahun Pelajaran 2016/2017*. Surakarta: UNS.
- Kyle, F. E., & Cain, K. (2015). A Comparison of Deaf and Hearing Children's Reading Comprehension Profiles. *Topics in Language Disorders*, 35(2), 144-156.
- Land, R., Baumhoff, P., Tillein, J., Lomber, S. G., Hubka, P., & Kral, A. (2016, Juni 8). Cross-Modal Plasticity in Higher-Order Auditory Cortex of Congenitally Deaf Cats Does Not Limit Auditory Responsiveness to Cochlear Implants. *The Journal of Neuroscience*, 36(23), 6175– 6185.
- Landry, S. H., & Smith, K. E. (2008). Family Processes that Support School Readiness: Specific Behaviours & Contextual Conditions that Set this Process in Motion. Dalam A. Booth, & A. C. Crouter (Penyunt.), *Disparities in School Readiness. How Families Contribute to Transition Into School* (hal. 85-108). New York: Lawrence Erlbaum Associates.

- LaSasso, C. J., & Crain, K. L. (2015). Reading for Deaf and Hearing Readers: Qualitatively and/or Quantitatively Similar or Different? A Nature versus Nurture Issue. *American Annals of the Deaf*, 447 - 467.
- Laszlo, J. (2008). *The Science of Stories: An Introduction to Narrative Psychology*. New York: Routledge.
- Latham, D. (2002). *How Children Learn to Write Supporting and Developing Children's Writing in Schools*. London: Paul Chapman Publishing.
- Levin, J. R., & Pressley, M. (1981). Improving Children's Prose Comprehension: Selected Strategies that Seem to Succeed. Dalam C. M. Santa, & B. L. Hayes (Penyunt.), *Children's Prose Comprehension: Research and Practice* (hal. 44-71). Delaware: The International Reading Association, Inc.
- Levrez, C., Bourdin, B., Le Driant, B., D'arc, B. F., & Vandromme, L. (2012). The Impact of Verbal Capacity on Theory of Mind in Deaf and Hard of Hearing Children. *American Annals of the Deaf*, 157(1), 66-77.
- Lillo-Martin, D. C., Hanson, V. L., & Smith, S. T. (1991). Deaf Readers' Comprehension of Complex Syntactic Structure. Dalam D. S. Martin (Penyunt.), *Advances in Cognition, Education, and Deafness*. (hal. 146 - 151). Washington, D.C.: Gallaudet University Press.
- Long, G., Stinson, M., & Braeges, J. (1991, December). Students' Perceptions of Communication Ease and Engagement. How They Relate to Academic Success. *American Annals of the Deaf*, 136(5), 414-421.
- Luckner, J. L., & Handley, C. M. (2008). A Summary of the Reading Comprehension Research Undertaken With Students Who Are Deaf or Hard of Hearing. *American Annals of the Deaf*, 153(1), 6-36.
- Lutz, L. (2013). *Early Reading Development in Young Deaf Children: Supportive Family Context*. Virginia: The Faculty of the Curry School of Education, University of Virginia.
- Maller, S., & Bradden, J. (1993). The Construct and Criterion-Related Validity of WISC III with Deaf Adolescents. *Journal of Psychoeducational*, 105-113.
- Marschark, M. (2001). *Language Development in Children Who Are Deaf: A Research Synthesis*. Alexandria: National Association of State Directors of Special Education.

- Marschark, M. (2005). *Looking Beyond the Obvious: Assessing and Understanding Deaf Learners*. Diambil kembali dari http://www.acfos.org/publication/ourarticles/pdf/acfos3/intro_marschark.pdf.
- Marschark, M. (2007). *Raising and Educating a Deaf Child A Comprehensive Guide to the Choices, Controversies, and Decisions Faced by Parents and Educators*. New York: Oxford University Press.
- Marschark, M., & Lukomski, J. (2001). Understanding Language and Learning in Deaf Children. Dalam M. D. Clark, M. Marschark, & M. Karchmer (Penyunt.), *Context, Cognition, and Deafness* (hal. 71-87). Washington, D.C.: Gallaudet University Press.
- Marschark, M., & Wauters, L. (2008). Language Comprehension and Learning by Deaf Students. Dalam M. Marschark, & P. C. Hauser (Penyunt.), *Deaf Cognition, Foundation, and Outcomes* (hal. 309-350). New York: Oxford University Press Inc.
- Marschark, M., Lang, H. G., & Albertini, J. A. (2002). *Educating Deaf Students : Fom Research to Practice*. New York: Oxford University Press, Inc.
- Marschark, M., Sapere, P., Convertino, C. M., Mayer, C., Wauters, L., & Sarchet, T. (2009). Are Deaf Students' Reading Challenges Really About reading? *Amreican Annal of the Deaf, 154*(4), 357-370.
- Mayberry, R. I. (1989). Deaf Children's Reading Comprehension in Relation to Sign Language Structure and Input. *the Society for Research in Child Development* (hal. 1-13). Kansas: National Institutes of Health (DHHS).
- Mayberry, R. I. (2002). Cognitive Development in Deaf Children: the Interface of Language and Perception in Neuropsychology. Dalam S. Segalowitz, & I. Rapin (Penyunt.), *Handbook of Neuropsychology* (Vol. 8, hal. 71-107). Amsterdam: Elsevier.
- Mayer, C., & Akamatsu, C. (2003). Bilingualism and Literacy. Dalam M. Marschark, & P. Spencer (Penyunt.), *Oxford Handbook of Deaf Studies, Language, and Education* (hal. 136-147). New York: Oxford University Press.
- Mayer, C., & Moskos, E. (1998). Deaf Children Learning to Spell. *Research in the Teaching English, 33*(2), 158-180.

- May-Mederake, B., & Shehata-Dieler, W. (2013). A Case Study Assessing the Auditory and Speech Development of Four Children Implanted with Cochlear Implants by the Chronological Age of 12 Months. *Case Reports in Otolaryngology*, 1-10.
- McCleary, L. (2003, Winter). Technologies of language and the Embodied History of the Deaf Sign Language Studies. *ProQuest*, 3(2), 104.
- McConaughy, S. H. (1982). Developmental Changes in Story Comprehension and Levels of Questioning. *Language Arts*, 59(6), 580-589.
- McQuillan, M. (2000). Introduction, Aporias of Writing: Narrative and Subjectivity. Dalam M. M. Quillan (Penyunt.), *The Narrative Reader* (hal. 1-33). London and New York: Routledge.
- Miller, P. F. (2000). Syntactic and Semantic Processing in Hebrew Readers with Prelingual Deafness. *American Annals of the Deaf*, 145(5), 436-448.
- Monreal, S. T., & Hernandez, R. S. (2005). Reading Levels of Spanish Deaf Students. *American Annals of the Deaf*, 150(4), 379-387.
- Mukari, S., & dkk. (1999). Parents' Awareness and Knowledge of the Special Needs of Their Hearing-Impaired Child. *Med J Malaysia*, 54(1), 87 - 95.
- Musselman, C. (2000). How Do Children Who Can't Hear Learn to Read an Alphabetic Script? A Review of the Literature on Reading and Deafness. *Journal of Deaf Studies and Deaf Education*, 5(1), 9 - 31.
- Musselman, C., & Kircaali-Iftar, G. (1996). The Development of Spoken Language in Deaf Children: Explaining the Unexplained Variance. *Journal of Deaf Student Deaf Education*, 1(2), 108 - 21.
- Myers, C., Clark, M. D., Musyoka, M. M., Anderson, M. M., Gilbert, G. L., Agyen, S., et al. (2010). Black Deaf Individuals' Reading Skills Influence of ASL, Culture, Family Characteristics, Reading Experience, and Education. *American Annals of the Deaf*, 155(4), 449-457.
- Nagy, W. E. (1988). *Teaching Vocabulary to Improve Reading Comprehension*. Delaware: International Reading Association.
- Nagy, W., & Scott, J. A. (2006). The State of Vocabulary Research in The Mid-1980s. Dalam K. A. Stahl, & M. C. McKenna (Penyunt.), *Reading Research at Work* (hal. 217-225). New York: The Guilford Press.

- Narr, R. F. (2008). Phonological Awareness and Decoding in Deaf/Hard-of-Hearing Students who Use Visual Phonics. *Journal of Deaf Studies and Deaf Education*, 13(3), 405-416.
- National Institute for Literacy. (2007). *What Content-Area Teachers Should Know About Adolescent Literacy*. diambil dari http://www.nifl.gov/nifl/publications/adolescent_literacy07.pdf: The National Institute for Child Health and Human Development (NICHD).
- Nimchinsky, S. (2005). *Verbal and Performance Abilities on the WPPSI-R and Their Relationships to Academic Performance in the Early Grades for Bilingual and Monolingual Preschool Children*. New Jersey: Fairleigh Dickinson University.
- Nishihara, T. (2013). Evaluative Comprehension for Poetry with Parody Poems. *Perfectual University of Hiroshima*, 65-77.
- Nodoushan, M. A. (2008). Language and Literacy Development in Prelingually-Deaf Children. *Journal on Educational Psychology*, 2(2), 16 - 20.
- Nugraheni, D. A. (2016). *Pengaruh Penggunaan Miniatur Alat Transportasi Untuk Meningkatkan Kosakata Pada Anak Tunarungu Kelas IV SLB-BC Panca Bakti Mulia Tahun Ajaran 2015/2016*. 2016: UNS.
- Nur'aeni. (2012). *Tes Psikologi: Tes Intelegensi dan Tes Bakat*. Purwokerto: Universita Muhammadiyah Purwokerto Press.
- Nurhayati. (2011). Meningkatkan Hasil Belajar Menemukan Gagasan Utama Paragraf Dalam Keterampilan Membaca Cepat Dengan Teknik Skipping Ayunan Visual Pada Siswa Kelas Xi Ipa Sma Smart Ekselensia Indonesia. *Jurnal Pendidikan Dompot Dhuafa*, 1, 1-16.
- Oakhill, J., & Cain, K. (2000). Children's Difficulties in Text Comprehension: Assessing Causal Issues. *Journal of Deaf Studies and Deaf Education*, 5(1), 51-59.
- Oakhill, J., & Cain, K. (2007). Introduction to Comprehension Development. Dalam K. Cain, & J. Oakhill (Penyunt.), *Children's Comprehension Problems in Oral and Written Language, A Cognitive Perspective* (hal. 3 - 40). New York: The Guilford Press.
- Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and Teaching Reading Comprehension: A Handbook*. New York: Routledge.

- Ogden, R. K. (2008). Deafness. Dalam Y. Zhang (Penyunt.), *Encyclopedia of Global Health* (Vol. 2, hal. 474-476). Thousand Oaks, CA: Sage Publications .
- Outsen, N., & Yulga, S. (2002). *Teaching Comprehension Strategies All Readers Need*. USA: Scholastic Inc.
- Owusu-Acheaw, M. (2014). Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic. *Library Philosophy and Practice (e-journal)*, 1 - 22.
- Ozcebe, E., Sevinc, S., & Belgin, E. (2005). The Ages of Suspicion, Identification, Amplification, and Intervention in Children with Hearing Loss. *International Journal Pediatr Otorhinolaryngol*, 69(8), 1081 - 7.
- Padden, C., & Ramsey, C. (2000). American Language and Reading Ability in Deaf Children. Dalam C. Chamberlain, J. P. Morford, & R. I. Mayberry (Penyunt.), *Language Acquisition By Eye* (Vol. 18, hal. 165-190). New Jersey: Lawrence Erlbaum Associates, Inc.
- Pakulski, L. A., & Kaderavek, J. N. (2012). Pakulski Reading Intervention to Improve Narrative Production, Narrative Comprehension and Motivation and Interest of Children with Hearing Loss. *The Volta Review*, 112(2), 7-112.
- Paltridge, B. (2008). Textographies and the Researching and Teaching of Writing. *IBÉRICA*, 15, 9-24.
- Paul, P. V. (1996). Reading Vocabulary Knowledge and Deafness. *Journal of Deaf Studies and Deaf Education*, 3-15.
- Paul, P. V. (1998). *Literacy and Deafness: The Development of Reading , Writing, and Literate Thought*. Boston: Allyn and Bacon.
- Pearson, P. D. (1981). A Retrospective Reacion to Prose Comprehension. Dalam C. M. Santa (Penyunt.), *Children's Prose Comprehension: Research and Practice* (hal. 117-132). Delaware: The International Readinga Association, Inc.
- Pearson, P. D., & Hamm, D. N. (2005). The Assessment of Reading Comprehension: A Review 13 of Practices—Past, Present, and Future. Dalam S. G. Paris, & S. A. Stahl (Penyunt.), *Children's Reading Comprehension And Assessment* (hal. 13 - 69). New Jersey: Lawrence Erlbaum Associates, Inc.

- Peeters, B., Junker, M.-O. r., Farrell, P., & Perini-Santos, P. (2006). NSM Exponents and Universal Grammar in Romance: Speech; Actions, Events and Movement; Existence and Possession; Life and Death. Dalam B. Peeters (Penyunt.), *Semantic Primes and Universal Grammar* (hal. 111-136). Amsterdam: John Benjamins Publishing Co.
- Perfetti, C. A., Landi, N., & Oakhill, J. 2. (2005). The Acquisition of Reading Comprehension Skill. Dalam M. J. Snowling, & C. Hulme (Penyunt.), *The Science Of Reading: A Handbook*. USA, UK, Australia: Blackwell Publishing Ltd.
- Pontecorvo, C., & Orsolini, M. (2013). Writing and Written Language in Children's Development. Dalam C. Pontecorvo, M. Orsolini, B. Burge, & L. B. Resnick (Penyunt.), *Children's Early Text Construction* (hal. 3-24). New York and London: Routledge.
- Power, D., & Quigley, S. (1973). Deaf children's acquisition of passive voice. *The Journal of Speech and Hearing Research*, 16, 5-11.
- Power, S. (2003, January). Influences of Student and Family Factors on Academic Outcomes of Mainstream Secondary School Deaf Students. *The Journal of Deaf Studies and Deaf Education*, 8(1), 57-78.
- Primor, L., Pierce, M. E., & Katzir, T. (2011). Predicting reading comprehension of narrative and expository texts among Hebrew-speaking readers with and without a reading disability. *Annals of Dyslexia*, 61(2), 242-268.
- Prince, G. (1982). *Narratology: The Form and Functioning of Narrative*. Berlin: Walter de Gruyter & Co.
- Pugin, M. A. (1981). Deafness and deaf women. *Off Our Backs*, 11(5), 31.
- Qotimah, S. (2015). *Efektivitas Penggunaan Metode Simulasi Dalam Meningkatkan Pemahaman Kosa Kata Pada Anak Tunarungu Kelas V Semester II Slb-B Yrtrw Surakarta Tahun Ajaran 2014/2015*. Surakarta: UNS.
- Rafiq, H. M., Fatima, T., Sohail, M. M., Saleem, M., & Khan, M. A. (2013). Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan. *International Journal of Humanities and Social Science*, 3(8), 209 - 223.
- Ramírez, N. F., Lieberman, A., & Mayberry, R. I. (2011). The First Words Acquired by Adolescent First-Language Learners: When Late Looks

- Early. Dalam N. Danis, K. Mesh, & H. Sung (Penyunt.), *Proceedings of the 35th Annual Boston University Conference on Language Development* (hal. 210-221). Somerville, MA: Cascadilla Press.
- Ramlan, M. (1987). *Ilmu Bahasa Indonesia: Sintaksis*. Yogyakarta: C.V. Karyono.
- Rathmann, C., Mann, W., & Morgan, G. (2007, December). Narrative Structure and Narrative Development in Deaf Children. *Deafness and Education International Journal*, 9(4), 187-196.
- Rawadieh, S. M. (1998). *An Analysis of Cognitive Levels of Questions in Jordanian Secondary Social Studies Textbooks According to Bloom's Taxonomy*. Ohio: The Faculty of the College of Education, Ohio University.
- Revees, C. (2012). *Developing a Framework for Assessing and Comparing the Cognitive Challenge of Home Language Examinations*. Pretoria: Council for quality Assurance in General and Further Education and Training.
- Ronnberg, J. (2003). Working Memory, Neuroscience, and Language: Evidence from Deaf and Hard-of-Hearing Individuals. Dalam M. Marschark, & P. E. Spencer (Penyunt.), *Oxford Handbook of Deaf Studies, Language, and Education* (hal. 479-490). New York: Oxford University Press.
- Saffran, E. M., & Schwartz, M. F. (1994). Impairments of Sentence Comprehension. *Philosophical Transactions: Biological Sciences*, 346(1315), 47-53.
- Saggion, H., & al, e. (2011). Text simplification in Simplext: making texts more accessible. *Procesamiento del Lenguaje Natural*. ISSN 1135-5948, 47, 341-342.
- Salkind, N. J. (Penyunt.). (2007). *Encyclopedia of Measurement and Statistics, Volume 1*. London: SAGE Publications Inc.
- Santa, C. M. (1981). Children's Reading Comprehension: A Final Word. Dalam C. M. Santa, & B. L. Hayes (Penyunt.), *Children's Reading Comprehension: Research and Practice* (hal. 157-170). Delaware: International Reading Association, Inc.
- Santa, C. M., & Hayes, B. L. (1981). Introduction. Dalam C. M. Santa, & B. L. Hayes (Penyunt.), *Children's Prose Comprehension: Research and Practice* (hal. 1-6). Delaware: International Reading Association, Inc.

- Schick, B. (2003). The Development of American Sign Language and Manually Coded English Systems. Dalam *Oxford Handbook of Deaf Studies, Language, and Education* (hal. 219-231). New York: Oxford University Press.
- Schirmer, B. R. (2003). Using Verbal Protocols to Identify the Reading Strategies of Students Who Are Deaf. *Journal of Deaf Studies and Deaf Education*, 8(2), 157-170.
- Schirmer, B. R., & McGough, S. M. (2005). Teaching Reading to Children Who Are Deaf: Do the Conclusions of the National Reading Panel Apply? *Review of Educational Research*, 75(1), 85-117.
- Seidenberg, M. (1995). Visual Word Recognition: An Overview. Dalam M. 1. Seidenberg, & P. D. Eimas (Penyunt.), *Speech, Language, and Communication* (hal. 137-179). USA: Academic Press. Inc.
- Setianingsih, D. (2017). *Peningkatan Penguasaan Kosakata Benda Melalui Metode Pemberian Tugas Pada Siswa Tunarungu Kelas Dasar Ii Di Slb Wiyata Dharma I Sleman*. Yogyakarta: UNY.
- Setiawan, T. (2015). *Konstruksi Posesif Bahasa Indonesia Dalam Rubrik Suara Pembaca*. Yogyakarta: Fakultas Bahasa dan Seni UNY.
- Shaffer, D. R., & Kipp, K. (2010). *Developmental Psychology: Childhood and Adolescence* (8 ed.). USA: Wadsworth.
- Siddharthan, A. (2011). Text Simplification Using Typed Dependencies: A Comparison of the Robustness of Different Generation Strategies. *11 Proceedings of the 13th European Workshop on Natural Language Generation Pages 2-11*, (hal. 2 - 11).
- Skarakis-Doyle, E., Dempsey, L., & Lee, C. (2008). Identifying Language Comprehension Impairment in Preschool Children. *Language, Speech & Hearing Services in Schools*, 39(1), 54-65.
- Skovdal, M., & Cornish, F. (2015). *Qualitative Research for Development: A guide for practitioners*. Warwickshire, UK: Practical Action Publishing Ltd.
- Sobariyah, E. (2015). *EYD dan Tata Bahasa Indonesia*. Jakarta: Hyphen Publishing.

- Spencer, L. J., & Tomblin, J. B. (2009). Evaluating Phonological Processing Skills in Children with Prelingual Deafness who Use Cochlear Implants. *Journal of Deaf Studies and Deaf Education, 14*(1), 1-21.
- Spencer, P. E., & Marschark, M. (2010). *Evidence-Based Practice in Educating Deaf and Hard-of-Hearing Students*. New York: Oxford University Press.
- Stacey, P. C., Fortnum, H. M., Barton, G. R., & Summerfield, A. Q. (2006). Hearing-Impaired Children in the United Kingdom, I: Auditory Performance, Communication Skills, Educational Achievements, Quality of Life, and Cochlear Implantation. *Ear & Hearing, 27*(2), 161-186.
- Stahl, S. A., & Jacobson, M. G. (1986). Vocabulary Difficulty, Prior Knowledge, and Text Comprehension. *Journal of Reading Behavior, XVIII*(4), 309-323.
- Stahl, S. A., & Nagy, W. E. (2006). *Teaching Word Meanings*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Stahl, S. A., Jacobson, M. G., Davis, C. E., & Davis, R. L. (1989). Prior Knowledge and Difficult Vocabulary in the Comprehension of Unfamiliar Text. *Reading Research Quarterly, 24*(1), 27-43.
- Steward, D., & Clarke, B. (2003). *Literacy and Your Deaf Child, What Every Parent Should Know*. Literacy Washington D.C.: Gallaudet University Press.
- Sugiarti, R., & Pribadi, A. S. (2013). Analisis Faktor yang Mempengaruhi Keberhasilan Belajar Siswa Slow Learner di Sekolah Luar Biasa (SLB) Negeri Semarang. *Jurnal Wacana Psikologi, 5*(9).
- Sullivan, P. M., & Schulte, L. E. (1992). Factor Analysis of WISC-R With Deaf and Hard-of-Hearing Children. *Psychological Assessment, 4*(4), 537 - 540.
- Swanwick, R., & Marschark, M. (2010). Enhancing Education for Deaf Children: Research Into Practice and Back Again. *Deafness & Education International, 12*(4), 217-235.
- Tang, I. N., To, C. K., & Weekes, B. S. (2013). Riddle Appreciation and Reading Comprehension in Cantonese-Speaking Children. *Language, Speech, and Hearing Services in Schools, 44*, 348-359.
- Taylor, C. A. (1987). *Levels of questioning: A comparative study of the Florida 1985-1986 state adopted English as a Second Language texts and reading*

texts for first, third, and fifth grades (Disertasi). Ann Arbor: UMI
Dissertation.

Tomasello, M. (1992). *First Verbs: A Case Study of Early Grammatical
Development*. New York: Cambridge University Press.

Tomasello, M. (2006). Acquiring Linguistic Construction. Dalam W. Damon, &
R. M. Lerner (Penyunt.), *Handbook of Child Psychology* (6 ed., Vol. 2,
hal. 255-298). New Jersey: John Wiley & Sons, Inc.

Toolan, M. (2016). *Making Sense of Narrative Text : situation, repetition, and
picturing*. New York: Routledge.

Trabasso, T. (1981). Can We Integrate Research and Instruction on Reading
Comprehension? Dalam C. M. Santa (Penyunt.), *Children's Prose
Comprehension: Research and* (hal. 103-116). Delaware: The
International Reading Association, Inc.

Traci, M., & Koester, L. S. (2003). Parent - Infant Interactions A Transactional
Approach to Understanding the Development of Deaf Infants. Dalam M.
Marschark, & P. E. Spencer (Penyunt.), *Oxford Handbook of Deaf Studies,
Language, and Education* (hal. 190-202). New York: Oxford University
Press.

Traxler, C. B. (2000). The Stanford Achievement Test, 9th Edition: National
Norming and Performance Standards for Deaf and Hard-of-Hearing
Students. *Journal of Deaf Studies and Deaf Education*, 5(4), 337 - 348 .

Turkington, C., & Sussman, A. (20014). *Turkington, C. dan Sussman, A.E. 2004.
The Encyclopedia of Deafness and Hearing Disorders (2 ed)*. . New York:
Facts On File Inc.

Untari, L. (2017). Deaf Children's Comprehension on Written Text: A Case Study
at Middle School Special Education of YRTRW Surakarta. *The 9th
International Graduate Student and Scholars' Conference in Indonesia in
Cooperation with Forum Pimpinan Pascasarjana (FORPIMPAS)* (hal.
283-300). Yogyakarta: Graduate School, Universitas Gadjah Mada,.

Verhaar, J. (2000). Preposisi Dari:Sebagai Pemarkah Keatributifan? Dalam B. K.
Purwo (Penyunt.), *Kajian Serba Linguistik untuk Anton Moeliono Pereksa
Bahasa* (hal. 395-422). Jakarta: Gunung Mulia.

- Vohr, B., Jodoin-Krauzyk, J., Tucker, R., Topol, D., Johnson, M., & Ahlgren, M. (2011). Expressive Vocabulary of Children with Hearing Loss in the First 2 Years of Life. *Journal of Perinatology*, 31, 274-280.
- Ward, P., Wang, Y., Paul, P., & Loeterman, M. (2007). Near-Verbatim Captioning Versus Edited Captioning For Students Who Are Deaf or Hard of Hearing : A Preliminary investigation of Effects on Comprehension. *American Annals of the Deaf*, 152.
- Waridah, E. (2008). *EYD dan Seputar Kebahasa-Indonesiaan*. Jakarta: Kawan Pustaka.
- Wasik, B. H., & Hendrickson, J. S. (2004). Family Literacy Practices. Dalam C. A. Stone, E. E. Silliman, B. J. Ehren, & K. Apel (Penyunt.), *Language and Literacy: Development and Disorders* (hal. 154-174). New York: The Guilford Press.
- Wauters, L. (2005). *Reading Comprehension In Deaf Children: The Impact Of The Mode Of Acquisition Of Word Meanings*. . Research Centre on A typical Communication: Radboud University Nijmegen.
- Wauters, L. N., Van Bon, W. H., & Tellings, A. E. (2006). Reading comprehension of Dutch deaf children. *Reading and Writing Journal*, 19, 49-76.
- Weiler, E. (2007). *Critical Thinking Skills: Sequence*. USA: Remedia Publications.
- Wierbicka, A. (2006). *English: Meaning and Culture*. New York: Oxford University Press, Inc.
- Wierzbicka, A. (1992). *Semantics, Culture, and Cognition: Universal Human Concepts in Culture-Specific Configurations*. New York: Oxford University Press, Inc.
- Wierzbicka, A. (1996). *Semantics Primes and Universals*. Oxford: Oxford University Press.
- Wierzbicka, A. (1999). *Emotions Across Languages and Cultures: Diversity and Universals*. United Kingdom: Cambridge University Press.
- Wilks, Y. (1978). Semantic Primitives in Language and Vision. *Proceeding TINLAP '78 Proceedings of the 1978 workshop on Theoretical issues in*

natural language processing (hal. 180-183). Illinois: Association for Computational Linguistics.

Winarsih, M., & dkk. (2010). *Bahan Ajar Program Khusus SLB Tunarungu: Bina Komunikasi Persepsi Bunyi Dan Irama*. Jakarta: Badan Penelitian Dan Pengembangan Pusat Kurikulum Kementerian Pendidikan Nasional.

Wittrock, M., Marks, C., & Doctorow, M. J. (1975). Reading as a Generative Process. *Journal of Educational Psychology*, 67, 484-489.

Woolley, G. (2011). *Reading Comprehension: Assisting Children with Learning Difficulties*. London and New York: pringer.

Yoshinaga-Itano, C. (2003). From Screening to Early Identification and Intervention: Discovering Predictors to Successful Outcomes for Children With Significant Hearing Loss. *Journal of Deaf Studies and Deaf Education*, 8(1), 11-30.

Yoshinaga-Itano, C. (2006). Early Identification, Communication Modality, and the Development of Speech and Spoken Language Skills: Pattern and Considerations. Dalam P. E. Spencer, & M. Marschark (Penyunt.), *Advances in the Spoken Language Development of Deaf and Hard-of-Hearing Children* (hal. 298-327). New York: Oxford University Press.

Yucel, E., Derim, D., & Celik, D. (2008). The Needs of Hearing Impaired Children's Parents Who Attend to Auditory Verbal Therapy-Counseling Program. *Int J Pediatr Otorhinolaryngol*, 72(7), 1097 - 1111.

Yuill, N., & Oakhill, Jane. (1991). *Children's Problems in Text Comprehension*. New York: Cambridge University Press.

Yurkowski, P., & Ewoldt, C. (1986). A Case for the Semantic Processing of the Deaf Reader. *American Annals of the Deaf*, 131(3), 243-247.

Zupan, B., & Dempsey, L. (2013). Narrative Comprehension Abilities of Children with Typical Hearing and Children Using Hearing Aids: A Pilot Study. *The Volta Review*, 113(1), 5 - 27.