UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

DAFTAR PUSTAKA

Abu-Rabia, S., Share, D., & Mansour, M. S. (2003). Word recognition and basic cognitive processes among reading-disabled and normal readers in Arabic. *Reading and Writing*, *16*(5), 423–442. https://doi.org/10.1023/A:1024237415143

Aiken, L. R. (1980). Content validity and reliability of single items or questionnaires. *Educational and Psychological Measurement*, *40*(4), 955–959. https://doi.org/10.1177/001316448004000419

Allen, M. J., & Yen, W. M. (1979). *Introduction to Measurenment Theory*. Monterey: Brooks/Cole Publishing Company.

Alloway, T. P., Gathercole, S. E., & Pickering, S. J. (2006). Verbal and visuospatial short-term and working memory in children: Are they separable? *Child Development*, *77*, 1698–1716.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5 (5th ed)*. Washington, D.C: American Psychiatric Association.

Anthony, J. L., & Lonigan, C. J. (2004). The Nature of Phonological Awareness: Converging Evidence From Four Studies of Preschool and Early Grade School Children. *Journal of Educational Psychology*, *96*(1), 43–55. https://doi.org/10.1037/0022-0663.96.1.43

Ayriza, Y. (1997). Pelatihan Kesadaran Fonologis Pada Anak-Anak Prasekolah untuk Menyambut Tugas Belajar Membaca pada Masa Sekolah. *Cakrawala Pendidikan*, *XVI*(1), 159–172.

Azwar, S. (2011). *Reliabilitas Dan Validitas*. Yogyakarta: Pustaka Pelajar.

Azwar, S. (2014). *Penyusunan Skala Psikologi*. Yogyakarta: Pustaka Pelajar.

Baddeley, A. D. (2007). *Working memory, thought, and action*. New York: Oxford University Press.

Baddeley, A. D., & Gathercole, S. E. (1996). *The children's test of non-word repetition*. London: Psychological Corporation.

Banich, M. ., & Compton, R. . (2011). *Cognitive Neuroscience* (3rd ed.). Wadsworth.

Bastiaanse, R. (1995). Broca's Aphasia : A Syntactic and/or a Morphological Disorder ? A Case Study. *Brain and Language*, *48*, 1–35.

Beech, J. (2012). *The little book of dyslexia: Both sides of the classroom*. Crown House Publishing.

Berninger, V. ., Abbott, R. ., Jones, J., Wolf, B. ., Gould, L., Anderson-Youngstrom,

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

M., & Shimada, S. (2006). Early development of language by hand: Composing, reading, listening, and speaking connections; three letter-writing modes; and fast mapping in spelling. *Developmental Neuropsychology*, *29*(1), 61–92.

Berninger, V. W. (2007). Process Assessment of the Learner–Test Battery for Reading and Writing. *Psychological Corporation*. https://doi.org/10.1002/9780470373699.speced1666

Best, M., & Demb, J. B. (1999). Normal planum temporale asymmetry in dyslexics with a magnocellular pathway deficit. *NeuroReport*, *10*(3), 607–612. https://doi.org/10.1097/00001756-199902250-00030

Biotteau, M., Chaix, Y., & Albaret, J. M. (2015). Procedural learning and automatization process in children with developmental coordination disorder and/or developmental dyslexia. *Human Movement Science*, *43*, 78–89. https://doi.org/10.1016/j.humov.2015.07.005

Black, M. M., & Powell, D. (2004). *Commonly used assessment and screening instruments*. Tampa, FL.

Boudreau, D., & Costanza-Smith, A. (2011). Assessment and Treatment of Working Memory Deficits in School-Age Children: The Role of the Speech-Language Pathologist. *Language, Speech, and Hearing Services in Schools*, *42*(2), 152–166. https://doi.org/10.1044/0161-1461(2010/09-0088)

Bowey, J. A. (2008). Predicting Individual Differences in Learning to Read. In *The Science of Reading: A Handbook* (pp. 155–172). https://doi.org/10.1002/9780470757642.ch9

Bradley, L., & Bryant, P. (1985). *"Children's Reading Problems".* Oxford: Blackwells.

Bradley, L., & Bryant, P. E. (1978). Difficulties in auditory organisation as a possible cause of reading backwardness. *Nature*, *271*(5647), 746–747. https://doi.org/10.1038/271746a0

Bradley, L., & Bryant, P. E. (1983). Categorizing sounds and learning to read: A causal connection. *Nature*, *301*(4), 19–21.

Brambati, S. M., Termine, C., Ruffino, M., Danna, M., Lanzi, G., Stella, G., … Perani, D. (2006). Neuropsychological deficits and neural dysfunction in familial dyslexia. *Brain Research*, *1113*(1), 174–185. https://doi.org/10.1016/j.brainres.2006.06.099

Breznitz, Z, & Horowitz, T. (2007). *All the wrong and rights moves: A comparison of cerebral activity during accurate and erroneous reading performance among dyslexics and regular readers, an ERP study*.

Breznitz, Zvia. (2008). The origin of dyslexia: The asynchrony phenomenon. In *The SAGE Handbook of Dyslexia* (pp. 11–29).

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

https://doi.org/10.4135/9780857020987.n1

British Dyslexia Association. (2016). Dyslexia and specific difficulties overview. Retrieved from What is Dyslexia? website: http://www.bdadyslexia.org.uk/dyslexic/dyslexia-and-specific-difficulties-overview#What is Dyslexia

Brown, T. A. (2006). Confirmatory Factor Analysis for Applied Research. In *The American Statistician* (Vol. 62). https://doi.org/10.1198/tas.2008.s98

Brunswick, N., McCrory, E., Price, C. J., Frith, C. D., & Frith, U. (1999). Explicit and implicit processing of words and pseudowords by adult developmental dyslexics. A search for Wernicke's Wortschatz? *Brain*, *122*(10), 1901–1917. https://doi.org/10.1093/brain/122.10.1901

Bus, A. G., & Van Ijzendoorn, M. H. (1999). Phonological awareness and early reading: A meta-analysis of experimental training studies. *Journal of Educational Psychology*, *91*(3), 403–414. https://doi.org/10.1037/0022-0663.91.3.403

Cain, K., Oakhill, J., & Bryant, P. (2000). Phonological skills and comprehension failure: A test of the phonological processing deficit hypothesis. *Reading and Writing*, *13*(1–2), 31–56.

Castles, A., & Coltheart, M. (1993). Varieties of developmental dyslexia. *Cognition*, *47*(2), 149–180. https://doi.org/10.1016/0010-0277(93)90003-E

Castles, A., Datta, H., Gayan, J., & Olson, R. K. (1999). Varieties of Developmental Reading Disorder: Genetic and Environmental Influences. *Journal of Experimental Child Psychology*, *72*(2), 73–94. https://doi.org/10.1006/jecp.1998.2482

Chan, D. W., Ho, C. S. H., Tsang, S. M., Lee, S. H., & Chung, K. K. H. (2003). Reading-Related Behavioral Characteristics of Chinese Children with Dyslexia: The Use of the Teachers' Behavior Checklist in Hong Kong. *Annals of Dyslexia*, Vol. 53, pp. 300–323. https://doi.org/10.1007/s11881-003-0014-4

Chan, D. W., Ho, C. S. H., Tsang, S. M., Lee, S. H., & Chung, K. K. H. (2006). Exploring the reading-writing connection in Chinese children with dyslexia in Hong Kong. *Reading and Writing*, *19*(6), 543–561. https://doi.org/10.1007/s11145-006-9008-z

Chinn, S. (2002). *'Count me in.' A comparison of the demands of numeracy and the problems dyslexic learners have with Maths*. London: North Kent Dyslexia Association 13th One Day Conference for Teachers.

Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Psychological Assessment*, *7*(3), 309–319. https://doi.org/10.1037/1040-3590.7.3.309

UNIVERSITAS
GADJAH MADA

Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Conway, A. R. A., Kane, M. J., Bunting, M. F., Hambrick, D. Z., Wilhelm, O., & Engle, R. W. (2005). Working memory span tasks: A methodological review and user's guide. *Psychonomic Bulletin and Review*, *12*(5), 769–786. https://doi.org/10.3758/BF03196772

Crocker, L., & Algina, J. (1986). *Introduction to Classical & Modern Test Theory*. New York: Rinehart and Winston Inc.

Cronbach, L. J., & Shavelson, R. J. (2004). My Current Thoughts on Coefficient Alpha and Successor Procedures. *Educational and Psychological Measurement*, *64*(3), 391–418. https://doi.org/10.1177/0013164404266386

Daneman, M., & Carpenter, P. (1980). Individual Differences in Working Memory and Reading , Journal of Verbal Learning and Verbal Behavior. *Verbal Learning and Verbal Behavior*, *4*(19), 450–466. https://doi.org/doi:10.1016/S0022-5371(80)90312-6

Daneman, M., & Merikle, P. M. (1996). Working memory and language comprehension: A meta-analysis. *Psychonomic Bulletin and Review*, *3*(4), 422–433. https://doi.org/10.3758/BF03214546

Davidson, M. (2014). Known-Groups Validity. In *Encyclopedia of Quality of Life and Well-Being Research* (pp. 3481–3482). https://doi.org/10.1007/978-94-007-0753-5_1581

Davis, G. N., Lindo, E. J., & Compton, D. L. (2016). Children at Risk for Reading Failure; Constructing an Early Screening Measure. *TEACHING Exceptional Children*, *39*(5), 32–37. https://doi.org/10.1177/004005990703900505

Davis, R. D., & Braun, E. M. (2010). *The Gift of Dyslexia: Why Some of the Smartest People Can't Read and How They Can Learn*. New York: Penguin Group.

Deák, G. (2014). *Interrelations of language and cognitive development*. SAGE Publications Ltd.

Debska, A., Łuniewska, M., Chyl, K., Banaszkiewicz, A., Zelechowska, A., Wypych, M., … Jednoróg, K. (2016). Neural basis of phonological awareness in beginning readers with familial risk of dyslexia-Results from shallow orthography. *NeuroImage*, *132*, 406–416. https://doi.org/10.1016/j.neuroimage.2016.02.063

Denckla, M. B. (1972). Color-Naming Defects in Dyslexic Boys. *Cortex*, *8*(2), 164–176. https://doi.org/10.1016/S0010-9452(72)80016-9

Denckla, M. B., & Rudel, R. (1974). Rapid "Automatized" Naming of Pictured Objects, Colors, Letters and Numbers by Normal Children. *Cortex*, *10*(2), 186–202. https://doi.org/10.1016/S0010-9452(74)80009-2

Devon, H. A., Block, M. E., Moyle-Wright, P., Ernst, D. M., Hayden, S. J., Lazzara, D. J., … Kostas-Polston, E. (2007). A psychometric toolbox for testing validity

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

and reliability. *Journal of Nursing Scholarship*, *39*(2), 155–164. https://doi.org/10.1111/j.1547-5069.2007.00161.x

Dixon, P., LeFevre, J. A., & Twilley, L. C. (1988). Word Knowledge and Working Memory as Predictors of Reading Skill. *Journal of Educational Psychology*, *80*(4), 465–472. https://doi.org/10.1037/0022-0663.80.4.465

Drost, E. (2004). Validity and Reliability in Social Science Research. *Education Research and Perspectives*, *38*(1), 105–123.

Duara, R., Kushch, A., Gross Glenn, K., Barker, W. W., Jallad, B., Pascal, S., … Lubs, H. (1991). Neuroanatomic Differences Between Dyslexic and Normal Readers on Magnetic Resonance Imaging Scans. *Archives of Neurology*, *48*(4), 410–416. https://doi.org/10.1001/archneur.1991.00530160078018

Duncan, C. R. (2011). The development and validation of the screening Screening Test for the Early Prediction of School Success (STEPSS): A screen of cognitive functioning in four- and five-year old children with varying health conditions.

Ehri, L. C., Nunes, S. R., Stahl, S. A., Willows, D. M., Ehri, L. C., Nunes, S. R., & Stahl, S. A. (2018). *Systematic Phonics Instruction Helps Students Learn to Read : Evidence from the National Reading Panel ' s Meta-Analysis Published by : American Educational Research Association Stable URL : http://www.jstor.org/stable/3516004 Systematic Phonics Instructi*. *71*(3), 393–447.

Ehri, L. C., Schuster, B. V., Yaghoub-Zadeh, Z., Shanahan, T., Nunes, S. R., & Willows, D. M. (2004). Phonemic Awareness Instruction Helps Children Learn to Read: Evidence From the National Reading Panel's Meta-Analysis. *Reading Research Quarterly*, *36*(3), 250–287. https://doi.org/10.1598/rrq.36.3.2

Elbro, C., Rasmussen, I., & Spelling, B. (1996). Teaching reading to disabled readers with language disorders: A controlled evaluation of synthetic speech feedback. *Scandinavian Journal of Psychology*, *37*(2), 140–155. https://doi.org/10.1111/j.1467-9450.1996.tb00647.x

Elliott, J. G., & Grigorenko, E. L. (2012). The Dyslexia debate. In *The Dyslexia Debate* (Vol. 9780521119). https://doi.org/10.1017/CBO9781139017824

Ellis, T. J., & Levy, Y. (2010). A guide for novice researchers: Design and development research methods. *Proceedings of Informing Science & IT Education Conference*, (10), 107–118.

Embick, D., Marantz, A., Miyashita, Y., O'Neil, W., & Sakai, K. L. (2000). A syntactic specialization for Broca's area. *Proceedings of the National Academy of Sciences*, *97*(11), 6150–6154. https://doi.org/10.1073/pnas.100098897

Embretson, S. E. (1985). *TEST DESIGN Developments in Psychology and Psychometrics* (1st ed.). Academic Press.

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Everatt, J. (2002). Visual Processes. In G Reid & J. Wearmouth (Eds.), *Dyslexia and Literacy, Theory and Practice*. Chichester: John Wiley & Sons.

Fawcett, A J. (1992). Automatisation Deficits in Balance for Dyslexic Children. *Perceptual and Motor Skills*, *75*(5), 507. https://doi.org/10.2466/pms.75.5.507-529

Fawcett, Angela J., & Nicolson, R. I. (1995). Persistence of phonological awareness deficits in older children with dyslexia. *Reading and Writing*, *7*(4), 361–376. https://doi.org/10.1007/BF01027724

Fawcett, Angela J., & Nicolson, R. I. (2008). Dyslexia and the cerebellum. In *The SAGE Handbook of Dyslexia* (pp. 77–98). https://doi.org/10.4135/9780857020987.n4

Fawcett, Angela J, & Nicolson, R. I. (1990). Automaticity: A new framework for dyslexia research? *Cognition*, *35*, 159–182.

Fiez, J. A., & Petersen, S. E. (1998). Neuroimaging studies of word reading. *Proceedings of the National Academy of Sciences of the United States of America*, *95*(3), 914–921.

Fostick, L., & Revah, H. (2018). Dyslexia as a multi-deficit disorder: Working memory and auditory temporal processing. *Acta Psychologica*, *183*, 19–28. https://doi.org/10.1016/j.actpsy.2017.12.010

Fowler, A. E. (1991). How early phonological development might set the stage for phoneme awareness. In *Phonological processes in literacy: A tribute to Y.Liberman* (Vol. 106, pp. 97–117). Hillsdale: NJ Erlbaum.

Frederickson, N., Frith, U., & Reason, R. (1997). *Phonological Assessment Battery: Standardisation Edition*. London: NFER-Nelson.

Friedman, R, F., Ween, J, E., & Albert, M, L. (1993). Alexia. In *Clinical neuropsychology* (3 rd, pp. 37–62). New York: Oxford University Press.

Friel-Patti, S., & Finitzo, T. (2014). Language Learning in a Prospective Study of Otitis Media with Effusion in the First Two Years of Life. *Journal of Speech, Language, and Hearing Research*, *33*(1), 188–194. https://doi.org/10.1044/jshr.3301.188

Frith, U. (1986). A developmental framework for developmental dyslexia. *Annals of Dyslexia*, *36*(1), 67–81. https://doi.org/10.1007/BF02648022

Furr, R. M. (2011). *Scale Construction and Psychometrics for Social and Personality Psychology*. https://doi.org/10.4135/9781446287866

Galaburda, A., & Livingstone, M. (1993). Evidence for a Magnocellular Defect in Developmental Dyslexia. *Annals of the New York Academy of Sciences*, *682*(1 Temporal Info), 70–82. https://doi.org/10.1111/j.1749-6632.1993.tb22960.x

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Galaburda, A. M., & Rosen, G. D. (2001). Neural plasticity in dyslexia: A window to mechanisms of learning disabilities. In *Mechanisms of cognitive development: Behavioral and neural perspectives.* (pp. 307–323). Lawrence Erlbaum.

Gallagher, A., Frith, U., & Snowling, M. J. (2000). Precursors of literacy delay among children at genetic risk of dyslexia. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, *41*(2), 203–213. https://doi.org/10.1111/1469-7610.00601

Gathercole, S. E., & Pickering, S. J. (2000). Working memory deficits in children with low achievements in the national curriculum at 7 years of age. *British Journal of Educational Psychology*, *70*(2), 177–194. https://doi.org/10.1348/000709900158047

Geschwind, N., & Galaburda, A. . (1985). Cerebral lateralization: Biological mechanisms, associations, and pathology: i. a hypothesis and a program for research. *Archives of Neurology*, *42*(5), 428–459. https://doi.org/10.1016/j.jamda.2010.08.014

Gilbert, R., Logan, S., Moyer, V. A., & Elliott, E. J. (2001). Assessing diagnostic and screening tests: Part 1, concepts. *Western Journal of Medicine*, *174*(6), 405–409. https://doi.org/10.1136/ewjm.174.6.405

Gilger, J. W., Pennington, B. F., & Defries, J. C. (1991). Risk for reading disability as a function of parental history in three family studies. *Reading and Writing*, *3*(3–4), 205–217. https://doi.org/10.1007/BF00354958

Goetzinger, K. R., & Odibo, A. O. (2011). Statistical Analysis and Interpretation of Prenatal Diagnostic Imaging Studies, Part 1. *Journal of Ultrasound in Medicine*, *30*(8), 1121–1127. https://doi.org/10.7863/jum.2011.30.8.1121

Goswami, A., Reed, R. E., & Goswami, M. (1993). *The self-aware universe : how consciousness creates the material world*. New York: Penguin Putnam.

Gould, S. J. (2015). *Second Order Confirmatory Factor Analysis: An Example BT - Proceedings of the 1987 Academy of Marketing Science (AMS) Annual Conference* (J. M. Hawes & G. B. Glisan, Eds.). Cham: Springer International Publishing.

Gravel, J. S., & Wallace, I. F. (2014). Early Otitis Media, Auditory Abilities, and Educational Risk. *American Journal of Speech-Language Pathology*, *4*(3), 89–94. https://doi.org/10.1044/1058-0360.0403.89

Guilford, J. P. (1965). *Fundamental Statistics in Psychology and Education* (4th ed.). https://doi.org/10.2307/3118885

Habib, M. (2000). *The neurological basis of developmental dyslexia An overview and working hypothesis*. 2373–2399.

Hagtvet, B. E. (2005). Phonological and linguistic-cognitive precursors of reading

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

abilities. *Dyslexia*, *3*(3), 163–177. https://doi.org/10.1002/(sici)1099-0909(199709)3:3<163::aid-dys83>3.0.co;2-0

Hahne, A., & Friederici, A. D. (1999). Electrophysiological evidence for two steps in syntactic analysis: Early automatic and late controlled processes. *Journal of Cognitive Neuroscience*, *11*(2), 194–205. https://doi.org/10.1162/089892999563328

Hair, J. F., Black, W. C. W. C., Babin, B. J., Anderson, R. E., Babin, B. J., & Black, W. C. W. C. (2009). Multivariate data analysis: A global perspective. *Multivariate Data Analysis: A Global Perspective*, Vol. 7, p. 816. https://doi.org/10.1016/j.ijpharm.2011.02.019

Hamada, R. S., & Tomikawa, S. (1986). Discriminant Validity of the Windward Rating Scale: Screening for Learning Disabilities. *Educational and Psychological Measurement*, *46*(4), 1083–1093. https://doi.org/10.1177/001316448604600431

Hatcher, J., & Snowling, M. (2002). The phonological representations hypothesis of dyslexia: From theory to practice. In Gavin Reid & J. Wearmouth (Eds.), *Dyslexia and Literacy: Theory and Practice.* (pp. 69–83). Chichester: John Wiley & Sons.

Hattie, J., & Cooksey, R. W. (1984). Procedures for Assessing the Validities of Tests Using the “Known-Groups” Method. *Applied Psychological Measurement*, *8*(3), 295–305. https://doi.org/10.1177/014662168400800306

Hauser, R. M., Edley, C. F., Koenig, J. A., & Elliott, S. W. (2005). *Measuring Literacy: Performance Levels for Adults*. Washington, D.C: National Academies Press.

Hazawawi, N. A. M., & Hisham, S. (2014). Online dyslexia screening test for Malaysian young adults in Bahasa Melayu. *2014 the 5th International Conference on Information and Communication Technology for the Muslim World, ICT4M 2014*. https://doi.org/10.1109/ICT4M.2014.7020676

Hensler, B. S., Schatschneider, C., Taylor, J., & Wagner, R. K. (2010). Behavioral Genetic Approach to the Study of Dyslexia. *Journal of Developmental and Behavioral Pediatrics*, *31*(7), 525.

Hidayah, R. (2012). *Model Kognitif Sosial Pemahaman Membaca Pada Anak*. Universitas Gadjah Mada.

Hoeft, F., Hernandez, A., McMillon, G., Taylor-Hill, H., Martindale, J. L., Meyler, A., … Gabrieli, J. D. E. (2006). Neural Basis of Dyslexia: A Comparison between Dyslexic and Nondyslexic Children Equated for Reading Ability. *Journal of Neuroscience*, *26*(42), 10700–10708. https://doi.org/10.1523/JNEUROSCI.4931-05.2006

Høien, T., & Lundberg, I. (2013). Dyslexia and Phonology. In Angela J Fawcett (Ed.), *Dyslexia. Theory and good practice* (pp. 83–100).

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

https://doi.org/10.1007/978-94-017-1329-0_4

Hudson, Roxanne, F., Leslie, H., & Stephanie Al, O. (2007). Dyslexia and the Brain: What Does Current Research Tell Us? *The Reading Teacher*, *60*(6), 506–515.

Hutchinson, A. D., Mathias, J. L., Jacobson, B. L., Ruzic, L., Bond, A. N., & Banich, M. T. (2009). Relationship between intelligence and the size and composition of the corpus callosum. *Experimental Brain Research*, *192*(3), 455–464. https://doi.org/10.1007/s00221-008-1604-5

Hynd, G., Riccio, C., Hall, J., Gonzalez, J., Black, K., Edmonds, J., … Cohen, M. (1995). Dyslexia and Corpus Callosum Morphology. *Archives of Neurology*, *52*(1), 32–38. https://doi.org/10.1001/archneur.1995.00540250036010

Jap, B. A. J., Borleffs, E., & Maassen, B. A. M. (2017). Towards identifying dyslexia in Standard Indonesian: the development of a reading assessment battery. *Reading and Writing*, *30*(8), 1729–1751. https://doi.org/10.1007/s11145-017-9748-y

Johnson, K. A. (2014). Multicomponent treatment of rapid naming, reading rate, and visual attention in single and double deficit dyslexics. (Vol. 75). Texas Wesleyan University.

Joseph, J., Noble, K., & Eden, G. (2001). The neurobiological basis of reading. *Journal of Learning Disabilities*, *34*(6), 566–579. https://doi.org/10.1177/002221940103400609

Kane, M. J., Hambrick, D. Z., Tuholski, S. W., Wilhelm, O., Payne, T. W., Engle, R. W., … Unsworth, N. (2003). The Generality of Working Memory Capacity: A Latent-Variable Approach to Verbal and Visuospatial Memory Span and Reasoning. *Journal of Experimental Psychology: General*, *108*(3), 323–334. https://doi.org/10.1016/j.intell.2011.06.004

Karwono, Pamularsih, H., & Wibowo, S. B. (n.d.). *Pengembangan Model Pembelajaran Anak Berkebutuhan Khusus yang Berada di Sekolah Dasar Inklusi*. Lampung.

Knight, D., & Hynd, G. (2002). The neurobiology of dyslexia. In Gavin Reid & J. Wearmouth (Eds.), *Dyslexia and Literacy: Theory and Practice.* (pp. 29–43). Chichester: John Wiley & Sons.

Kriss, I., & Evans, B. J. W. (2005). The relationship between dyslexia and Meares-Irlen Syndrome. *Journal of Research in Reading*, *28*(3), 350–364. https://doi.org/10.1111/j.1467-9817.2005.00274.x

Kumaladewi, N. F. (2011). *Pelatihan Ketrampilan Membaca Untuk Meningkatkan Kemampuan Pemahaman Membaca Siswa*. Universitas Gadjah Mada.

Larsen, B. (2012). *Impact of Phonological Awareness and Rapid Naming Deficits in Elementary Aged Beginning Readers*. 1–30.

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Lee, L. W. (2008). Development and validation of a reading-related assessment battery in Malay for the purpose of dyslexia assessment. *Annals of Dyslexia*, *58*(1), 37–57.

Leikin, M., & Hagit, E. Zur. (2006). Morphological processing in adult dyslexia. *Journal of Psycholinguistic Research*, *35*(6), 471–490. https://doi.org/10.1007/s10936-006-9025-8

Lundberg, I. (2002). The child's route into reading and what can go wrong. *Dyslexia*, *8*(1), 1–13. https://doi.org/10.1002/dys.204

Lundberg, I., Olofsson, Å., & Wall, S. (1980). Reading and spelling skills in the first school years predicted from phonemic awareness skills in kindergarten. *Scandinavian Journal of Psychology*, *21*(1), 159–173. https://doi.org/10.1111/j.1467-9450.1980.tb00356.x

Lyon, G. R. (1998). *National Health Institute Report to the Committee on Labor and Human Resources*.

Margolis, H., Sheridan, R., & Lemanowicz, J. (2008). The Efficiency of Myklebust's Pupil Rating Scale for Detecting Reading and Arithmetic Difficulties. *Journal of Learning Disabilities*, *14*(5), 267–268. https://doi.org/10.1177/002221948101400508

Martinková, P., & Zvára, K. (2007). Reliability in the rasch model. *Kybernetika*, *43*(3), 315–326.

Masson, M. E., & Miller, J. A. (1983). Working memory and individual differences in comprehension and memory of text. *Journal of Educational Psychology*, *75*(2), 314–318. https://doi.org/10.1037/0022-0663.75.2.314

Mather, N., & Wendling, B. J. (2012). Essentials of Dyslexia Assessment and Intervention. In *Essentials of Psychological Assessment Series* (Vol. 1). John Wiley & Sons.

Maxim, L. D., Niebo, R., & Utell, M. J. (2014). Screening tests: A review with examples. *Inhalation Toxicology*, *26*(13), 811–828. https://doi.org/10.3109/08958378.2014.955932

McGuinness, D. (2005). *Language development and learning to read: the scientific study of how language development affects reading skill.* Cambridge, MA: MIT Press Books.

Miles, E. (1995). Can there be a Single Definition of Dyslexia? *Dyslexia*, *1*, 37–45.

Miles, T. . (1983). *The Bangor Dyslexia Test*. Cambridge, MA: Learning Development Aids.

Moats, L. C., & Dakin, K. E. (2017). Dsylexia Basics. In *International Dyslexia Associaton*.

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Molfese, D. L., Molfese, V. J., Barnes, M. E., Warren, C. G., & Molfese, P. J. (2008). Familial predictors of dyslexia: Evidence from preschool children with and without familial dyslexia risk. In Gavin Reid, A. J. Fawcett, F. Manis, & L. S. Siegel (Eds.), *The SAGE Handbook of Dyslexia* (pp. 99–120). https://doi.org/10.4135/9780857020987.n5

Moll, K., & Landerl, K. (2009). Double dissociation between reading and spelling deficits. *Scientific Studies of Reading*, *13*(5), 359–382. https://doi.org/10.1080/10888430903162878

Morgan, P. L., Fuchs, D., Compton, D. L., Cordray, D. S., & Fuchs, L. S. (2008). Does early reading failure decrease children's reading motivation? *Journal of Learning Disabilities*, *41*(5), 387–404. https://doi.org/10.1177/0022219408321112

Morrell, R. W., & Park, D. C. (1993). The Effects of Age, Illustrations, and Task Variables on the Performance of Procedural Assembly Tasks. *Psychology and Aging*, *8*(3), 389–399. https://doi.org/10.1037/0882-7974.8.3.389

Morrison, F. J., & Manis, F. R. (2011). Cognitive Processes and Reading Disability: A Critique and Proposal. In C. J. Brainerd & M. Pressley (Eds.), *Progress in cognitive development research* (pp. 59–93). https://doi.org/10.1007/978-1-4613-9475-4_3

Morton, J., & Frith, U. (2001). Why we need cognition: Cause and developmental disorder. In E. Dupoux, S. Dehane, & L. Cohen (Eds.), *Language, brain, and cognitive development: Essays in honor of Jacques Mehler.* (pp. 263–278). Cambridge, MA: MIT Press Books.

Musso, M., Moro, A., Glauchel, V., Rijntjes, M., Reichenbach, J., Büchel, C., & Weiller, C. (2003). Broca's area and the language instinct. *Nature Neuroscience*, *6*(7), 774–781. https://doi.org/10.1038/nn1077

Neuhaus, G., Foorman, B. R., Francis, D. J., & Carlson, C. D. (2001). Measures of information processing in Rapid Automatized Naming (RAN) and their relation to reading. *Journal of Experimental Child Psychology*, *78*(4), 359–373. https://doi.org/10.1006/jecp.2000.2576

Newton, M., & Thomson, M. E. (1976). *Aston index : a classroom test for screening and diagnosis of language difficulties*. Wisbech: LDA (materials for children with learning difficulties).

Nicolson, R., & Fawcett, A. (2013). Dyslexia, Learning, and the Brain. In *Dyslexia, Learning, and the Brain*. https://doi.org/10.7551/mitpress/9780262140997.001.0001

Nicolson, R. I., & Fawcett, A. J. (1994). Reaction Times and Dyslexia. *The Quarterly Journal of Experimental Psychology Section A*, *47*(1), 29–48. https://doi.org/10.1080/14640749408401142

Nordman, J. (2017). Tips for Increasing Rapid Naming Ability in Struggling

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Readers. Retrieved July 4, 2019, from literacyworldwide.org website: literacyworldwide.org/blog/literacy-daily/2017/09/13/tips-for-increasing-rapid-naming-ability-in-struggling-readers

Norton, E. S., & Wolf, M. (2012). Rapid Automatized Naming (Ran) and Reading Fluency: Implications for Understanding and Treatment of Reading Disabilities. *Annual Review of Psychology*, *63*(1), 427–452. https://doi.org/10.1146/annurev-psych-120710-100431

Oberauer, K. (2009). Chapter 2 Design for a Working Memory. In *Psychology of Learning and Motivation - Advances in Research and Theory* (Vol. 51, pp. 45–100). https://doi.org/10.1016/S0079-7421(09)51002-X

Olson, R., & Byrne, B. (2004). Genetic and environmental influences on reading and language ability and disability. In H. Catts & A. Kamhi (Eds.), *The Connections Between Language and Reading Disabilities* (pp. 152–174). https://doi.org/10.4324/9781410612052

Olson, R., Forsberg, H., Wise, B., & Rack, J. (1994). Measurement of Word Recognition, Orthographic, and Phonological Skills. In R. Lyon, G (Ed.), *Frames of Reference for the Assesment of Learning Disabilities: New Views on Measurement Issues* (pp. 243–277). Baltimore, MD: Brookes.

Ott, P. (2007). *Teaching children with dyslexia: a practical guide*. New York: Routledge.

Packer, R. J., & Mehta, M. (2002). Neurocognitive sequelae of cancer treatment. *Neurology*, *59*(1), 8–10. https://doi.org/10.1212/WNL.59.1.8

Pape-Neumann, J., Van Ermingen-Marbach, M., Grande, M., Willmes, K., & Heim, S. (2015). The role of phonological awareness in treatments of dyslexic primary school children. *Acta Neurobiologiae Experimentalis*, *75*(1), 80–106.

Paulesu, E, Demonet, J.-F., Fazio, F., McCrory, E., Chanoine, V., Brunswick, N., … Frith, U. (2001). Dyslexia: cultural diversity and biological unity. *Science*, *291*, 2165–2168.

Paulesu, Eraldo, Frith, U., Snowling, M., Gallagher, A., Morton, J., Frackowiak, R. S. J., & Frith, C. D. (1996). Is developmental dyslexia a disconnection syndrome? Evidence from PET scanning. *Brain*, *119*(1), 143–157. https://doi.org/10.1093/brain/119.1.143

Peer, L. (2003). *Dyslexia, multilingual speakers and otitis media.* University of Sheffield.

Pennington, B., & Bishop, D. (2009). Relations among speech, language, and reading disorders. *Annual Review of Psychology*, *60*(1), 283–306. https://doi.org/10.1146/annurev.psych.60.110707.163548

Picard, C, J. (2012). *Phonological Awareness For Speech/Language Pathologists And Their Educational Partners*. Louisiana Department of Education.

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Polit, D. F., & Beck, C. . (2008). *Nursing Research Generating and Assessing Evidence for Nursing Practice* (8th ed.). https://doi.org/10.1016/j.nepr.2013.04.001

Rahmantika, N. S. (2017). *Konstruksi Tes Deteksi Dini Disleksia Untuk Siswa Taman Kanak-Kanak Usia 5 – 7 Tahun*. Universitas Gadjah Mada.

Ramus, F., Pidgeon, E., & Frith, U. (2003). The relationship between motor control and phonology in dyslexic children. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, *44*(5), 712–722.

Rathvon, N. (2004). *Early Reading Assessment: A Practitioner's Handbook*. Guilford Press.

Reid, Gavin. (2009). *Dyslexia: A Practitioner's Handbook* (4th ed.). https://doi.org/10.1016/s0014-3855(00)80113-9

Riccio, C., & Wolfe, M. (2003). Neuropsychological Perspectives on the Assessment of Children. In R. Reynolds, C & W. Kamphaus, R (Eds.), *Handbook of Psychological and Educational Assessment of Children: Intelligence, Aptitude, and Achievement* (pp. 305–324). New York: Guilford Press.

Richey, R. C., & Klein, J. D. (2005). Developmental research methods: Creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education*, *16*(2), 23–38. https://doi.org/10.1007/BF02961473

Robichon, F., Bouchard, P., Démonet, J. F., & Habib, M. (2000). Developmental dyslexia: Re-evaluation of the corpus callosum in male adults. *European Neurology*, *43*(4), 233–237. https://doi.org/10.1159/000008182

Ruf, M., Morgan, O., & Mackenzie, K. (2008). Differences between screening and diagnostic tests and case finding. Retrieved from HealthKnowledge website: https://www.healthknowledge.org.uk/public-health-textbook/disease-causation-diagnostic/2c-diagnosis-screening/screening-diagnostic-case-finding

Schneider, W., Roth, E., & Ennemoser, M. (2000). Training phonological skills and letter knowledge in children at risk for dyslexia: A comparison of three kindergarten intervention programs. *Journal of Educational Psychology*, *92*(2), 284–295.

Shah, P., & Miyake, A. (1996). The Separability of Working Memory Resources for Spatial Thinking and Language Processing: An Individual Differences Approach. *Journal of Experimental Psychology: General*, *125*(1), 4–27. https://doi.org/10.1037/0096-3445.125.1.4

Share, D. L. (1995). Phonological recoding and self-teaching: sine qua non of reading acquisition. *Cognition*, *55*(2), 126–151. https://doi.org/10.1016/0010-0277(94)00645-2

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Shaul, S. (2013). Asynchrony of cerebral systems activated during word recognition: Comparison of dyslexic and typical readers. *Journal of Integrative Neuroscience*, *12*(02), 259–283. https://doi.org/10.1142/s0219635213500167

Shaywitz, S, E. (1998). Dyslexia. *New England Journal of Medicine*, *338*(5), 307–312.

Shaywitz, B. A., Skudlarski, P., Holahan, J. M., Marchione, K. E., Constable, R. T., Fulbright, R. K., … Shaywitz, S. E. (2007). Age-related changes in reading systems of dyslexic children. *Annals of Neurology*, *61*(4), 363–370. https://doi.org/10.1002/ana.21093

Shaywitz, S. E., Morris, R., & Shaywitz, B. A. (2008). The education of dyslexic children from childhood to young adulthood. *Annual Review of Psychology*, *59*, 451–475. https://doi.org/10.1146/annurev.psych.59.103006.093633

Shaywitz, S. E., & Shaywitz, B. A. (2008). Paying attention to reading: The neurobiology of reading and dyslexia. *Development and Psychopathology*, *20*(4), 1329–1349. https://doi.org/10.1017/S0954579408000631

Shaywitz, S. E., Shaywitz, B. A., Fulbright, R. K., Skudlarski, P., Mencl, W. E., Constable, R. T., … Gore, J. C. (2003). Neural systems for compensation and persistence: Young adult outcome of childhood reading disability. *Biological Psychiatry*, *54*(1), 25–33. https://doi.org/10.1016/S0006-3223(02)01836-X

Shiran, A., & Breznitz, Z. (2011). The effect of cognitive training on recall range and speed of information processing in the working memory of dyslexic and skilled readers. *Journal of Neurolinguistics*, *24*(5), 524–537. https://doi.org/10.1016/j.jneuroling.2010.12.001

Siegel, L. S. (1994). Working Memory and Reading: A Life-span Perspective. *International Journal of Behavioral Development*, *17*(1), 109–124. https://doi.org/10.1177/016502549401700107

Singleton, C. (2012). Visual stress and dyslexia. In Gavin Reid (Ed.), *The Routledge Companion to Dyslexia* (pp. 43–60). https://doi.org/10.4324/9780203549230

Singleton, C. H., Thomas, K. V., & Leedale, R. C. (1996). *Lucid CoPS Cognitive Profiling System*. East Yorkshire: Lucid Research Limited.

Singleton, C., & Henderson, L. M. (2007). Computerized screening for visual stress in children with dyslexia. *Dyslexia*, *13*(2), 130–151. https://doi.org/10.1002/dys.329

Slaughter, G. (2015). The Phonological Model of Dyslexia. Retrieved from http://serendip.brynmawr.edu/bb/neuro/neuro01/web3/Slaughter.html

Smith-Spark, J. H., & Fisk, J. E. (2007). Working memory functioning in developmental dyslexia. *Memory*, *15*(1), 34–56.

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

https://doi.org/10.1080/09658210601043384

Snow, Burns, Griffin, Snow, C. E., Burns, S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Snowling, M, J. (2000). *Dyslexia* (2nd ed.). Oxford: Blackwells.

Snowling, M. (1987). Dyslexia: A cognitive developmental perspective. In *Dyslexia: A cognitive developmental perspective.* Oxford: Blackwells.

Stanovich, K E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*407–360, *21*, .

Stanovich, Keith E. (2006). Discrepancy Definitions of Reading Disability: Has Intelligence Led Us Astray? *Reading Research Quarterly*, *26*(1), 7–29. https://doi.org/10.2307/747729

Stanovich, Keith E., Cunningham, A. E., & Cramer, B. B. (1984). Assessing phonological awareness in kindergarten children: Issues of task comparability. *Journal of Experimental Child Psychology*, *38*(2), 175–190. https://doi.org/10.1016/0022-0965(84)90120-6

Stanovich, Keith E. (2015). *CONCEPTUAL AND EMPIRICAL PROBLEMS WITH DISCREPANCY DEFINITIONS OF READING DISABILITY*. *14*(4), 269–280.

Stappen, C. Vander, & Van Reybroeck, M. (2018). Phonological awareness and rapid automatized naming are independent phonological competencies with specific impacts on word reading and spelling: An intervention study. *Frontiers in Psychology*, *9*(MAR), 1–16. https://doi.org/10.3389/fpsyg.2018.00320

Stein, J., & Fowler, S. (1985). EFFECT OF MONOCULAR OCCLUSION ON VISUOMOTOR PERCEPTION AND READING IN DYSLEXIC CHILDREN. *The Lancet*, *326*(8446), 69–73. https://doi.org/10.1016/S0140-6736(85)90179-5

Stein, John. (2008). The neurobiological basis of dyslexia. In *The SAGE Handbook of Dyslexia* (pp. 53–76). https://doi.org/10.4135/9780857020987.n3

Stein, John, & Walsh, V. (1997). To see but not to read; the magnocellular theory of dyslexia. *Trends in Neurosciences*, *20*(4), 147–152. https://doi.org/10.1016/S0166-2236(96)01005-3

Stoel-Gammon, C. (1991). Normal and disordered phonology in two-year-olds. *Topics in Language Disorders*, *11*(4), 21–32. https://doi.org/10.1097/00011363-199111040-00005

Stuebing, K. K., Barth, A. E., Molfese, P. J., Weiss, B., & Fletcher, J. M. (2009). IQ Is Not Strongly Related to Response to Reading Instruction: A Meta-Analytic Interpretation. *Council for Exceptional Children*, *76*(1), 31–51.

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Sumantri, & Badriyah, S. (2005). Efektifitas Kelas Pendampingan dalam Upaya Mengatasi Problem Belajar dengan Pendekatan Inklusif. *Journal Profesi Pendidikan Dasar*, *17*(2), 156–174.

Sumintono, B., & Widhiarso, W. (2013). *Aplikasi Model Rasch untuk Penelitian*. Cimahi: Trim Komunikata Publishing House.

Sutherland, D., & Gillon, G. T. (2006). Assessment of Phonological Representations in Children With Speech Impairment. *Language, Speech, and Hearing Services in Schools*, *36*(4), 294–307. https://doi.org/10.1044/0161-1461(2005/030)

Swanson, H. L., & Berninger, V. (1995). The role of working memory in skilled and less skilled readers' comprehension. *Intelligence*, *21*(1), 83–108. https://doi.org/10.1016/0160-2896(95)90040-3

Swanson, H. L., Denise, M., & Donald, D. (2003). Rapid Naming , Phonological Awareness , and Reading : A Meta-Analysis of the Correlation Evidence. *Review of Educational Research*, *73*(4), 407–440.

Swanson, H. L., & Hsieh, C.-J. (2009). Reading Disabilities in Adults: A Selective Meta-Analysis of the Literature. *Review of Educational Research*, *79*(4), 1362–1390. https://doi.org/10.3102/0034654309350931

Swanson, H. L., & Saez, L. (2014). Memory difficulties in children and adults with learning disabilities. In *Handbook of Learning Disabilities* (2nd ed., pp. 214–237). New York: Guilford Press.

Tanaka, H., Black, J. M., Hulme, C., Stanley, L. M., Kesler, S. R., Whitfield-Gabrieli, S., … Hoeft, F. (2011). The brain basis of the phonological deficit in dyslexia is independent of IQ. *Psychological Science*, *22*(11), 1442–1451. https://doi.org/10.1177/0956797611419521

Tannock, R. (2014). DSM-5 Changes in diagnostic criteria for specific learning disabilities (SLD). https://doi.org/10.1016/j.lindif.2008.04.004

Tavakol, M., & Dennick, R. (2011). Making Sense of Cronbach's Alpha. *International Journal of Medical Education*, *2*, 53–55.

Teo, T., & Fan, X. (2013). Coefficient Alpha and Beyond: Issues and Alternatives for Educational Research. *Asia-Pacific Education Researcher*, *22*(2), 209–213. https://doi.org/10.1007/s40299-013-0075-z

Tønnessen, F. E., & Uppstad, P. H. (2015a). Can we read letters?: Reflections on fundamental issues in reading and dyslexia research. In *Can We Read Letters?: Reflections on Fundamental Issues in Reading and Dyslexia Research*. https://doi.org/10.1007/978-94-6209-956-2

Tønnessen, F. E., & Uppstad, P. H. (2015b). Can We Read Letters? In *Can We Read Letters?* https://doi.org/10.1007/978-94-6209-956-2

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (2008). Longitudinal Studies of Phonological Processing and Reading. *Journal of Learning Disabilities*, *27*(5), 276–286. https://doi.org/10.1177/002221949402700503

Treiman, R., & Zukowski, A. (1990). Toward an understanding of English syllabification. *Journal of Memory and Language*, *29*(1), 66–85. https://doi.org/10.1016/0749-596X(90)90010-W

Tribun Jabar. (2014). Tak Bisa Baca, 6 Siswa SD di Garut Terpaksa Dikeluarkan - Tribun Jabar. Retrieved June 18, 2019, from https://jabar.tribunnews.com/2014/07/17/tak-bisa-baca-6-siswa-sd-di-garut-terpaksa-dikeluarkan

Tunmer, W. E., & Chapman, J. W. (1996). A developmental model of dyslexia: Can the construct be saved? *Dyslexia*, *2*(3), 179–189. https://doi.org/10.1002/(SICI)1099-0909(199611)2:3<179::AID-DYS65>3.0.CO;2-V

van Baar, A. L., Kok, J. H., Briët, J. M., Dekker, F. W., & van Wassenaer, A. G. (2005). Very Preterm Birth is Associated with Disabilities in Multiple Developmental Domains. *Journal of Pediatric Psychology*, *30*(3), 247–255. https://doi.org/10.1093/jpepsy/jsi035

Varvara, P., Varuzza, C., Sorrentino, A. C. P., Vicari, S., & Menghini, D. (2014). Executive functions in developmental dyslexia. *Frontiers in Human Neuroscience*, *8*(March), 1–8. https://doi.org/10.3389/fnhum.2014.00120

Vellutino, F. R. (1979). *Dyslexia: Theory and Research*. https://doi.org/10.2307/3120437

Vellutino, Frank R, Fletcher, J. M., Snowling, M. J., & Scanlon, D. M. (2004). Specific reading disability (dyslexia): what have we learned in the past four decades? *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, *45*(1), 2–40.

Vidyasagar, T. R., & Pammer, K. (1999). Impaired visual search in dyslexia relates to the role of the magnocellular pathway in attention. *NeuroReport*, *10*(6), 1283–1287. https://doi.org/10.1097/00001756-199904260-00024

Wagner, R. K., Torgeson, J. K., & Rashotte, C. A. (1999). *Comprehensive Test of Phonological Processing (CTOPP)*. https://doi.org/10.1177/153450849902401-408

Waters, G. S., & Caplan, D. (1996). The Measurement of Verbal Working Memory Capacity and Its Relation to Reading Comprehension. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, *49*(1), 51–79. https://doi.org/10.1080/713755607

Westwood, R. (2012). Appropriating the other in the Discourses of Comparative Management. In *The Language of Organization* (pp. 242–282). https://doi.org/10.4135/9781446217368.n11

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

White, S., Frith, U., Milne, E., Hansen, P., Swettenham, J., Rosen, S., & Ramus, F. (2006). The role of sensorimotor impairments in dyslexia: a multiple case study of dyslexic children. *Developmental Science*, *9*(3), 237–255. https://doi.org/10.1111/j.1467-7687.2006.00483.x

Whiteley, H., & Smith, C. (2001). The use of tinted lenses to alleviate reading difficulties. *Journal of Research in Reading*, *24*(1), 30–40. https://doi.org/10.1111/1467-9817.00131

Widhiarso, W. (2009). *Estimasi Reliabilitas Pengukuran dalam Pendekatan Model Persamaan Struktural*. *17*(1), 1–8.

Wilding, J. (1990). Developmental dyslexics do not fit in boxes: Evidence from six new case studies. *European Journal of Cognitive Psychology*, *2*(2), 97–131. https://doi.org/10.1080/09541449008406200

Wilkins, A. J. (1995). *Visual Stress*. https://doi.org/10.1212/wnl.49.2.645-b

Wilkins, Arnold J. (2003). Reading Through Colour. In *Working draft 43 – probably final*. Chichester: Wiley-Blackwell.

Wimmer, H., Mayringer, H., & Landerl, K. (2000). The double-deficit hypothesis and difficulties in learning to read a regular orthography. *Journal of Educational Psychology*, *92*(4), 668–680. https://doi.org/10.1037/0022-0663.92.4.668

Winskel, H., & Widjaja, V. (2007). Phonological awareness, letter knowledge, and literacy development in Indonesian beginner readers and spellers. *Applied Psycholinguistics*, *28*(1), 23–45. https://doi.org/10.1017/s0142716407070026

Wolf, M., Bowers, P. G., & Biddle, K. (2000). Naming-speed processes, timing, and reading: A conceptual review. *Journal of Learning Disabilities*, *33*(4), 387–407. https://doi.org/10.1177/002221940003300409

Wray, D. (2002). Metacognition and Literacy. In *Dyslexia and Literacy: Theory and Practice*. https://doi.org/10.1037/a0003486

Wulansari, R. (2011). *Pengaruh Program Pembelajaran membaca Untuk Meningkatkan Kelancaran membaca Anak Borderline*. Universitas Gadjah Mada.

Yang, J., Peng, L., Zhang, D., Zheng, L., & Mo, L. (2017). Specific effects of working memory training on the reading skills of Chinese children with developmental dyslexia. *PLoS ONE*, *12*(11), 1–20. https://doi.org/10.1371/journal.pone.0186114 LK - http://vu.on.worldcat.org/atoztitles/link?sid=EMBASE&issn=19326203&id=doi:10.1371%2Fjournal.pone.0186114&atitle=Specific+effects+of+working+memory+training+on+the+reading+skills+of+Chinese+children+with+developmental+dyslexia&stitle=PLoS+ONE&title=PLoS+ONE&volume=12&issue=11&spage=&epage=&aulast=Yang&aufirst=Juanhua&auinit=J.&aufull=Yang+J.&coden=POLNC&isbn=&pages=-&date=2017&auinit1=J&auinitm=

UNIVERSITAS
GADJAH MADA
Konstruksi Tes Deteksi Dini Disleksia untuk Usia 5-7 Tahun Berbahasa Indonesia
SATRIO BUDI WIBOWO, Prof. Dr. Saifuddin Azwar, M.A.
Universitas Gadjah Mada, 2019 | Diunduh dari http://etd.repository.ugm.ac.id/

Yurdugul, H. (2006). The Comparison of Reliability Coefficients in Parallel, Tau-Equivalent, and Congeneric Measurements. *Ankara Universitesi Egitim Bilimleri Fakultesi Dergisi*, 001–023. https://doi.org/10.1501/egifak_0000000127

Zeffiro, T., & Eden, G. (2007). The neural basis of developmental dyslexia. *Annals of Dyslexia*, *50*(1), 1–30. https://doi.org/10.1007/s11881-000-0015-5

Zuk, J., Perdue, M. V., Becker, B., Yu, X., Chang, M., Raschle, N. M., & Gaab, N. (2018). Neural correlates of phonological processing: Disrupted in children with dyslexia and enhanced in musically trained children. *Developmental Cognitive Neuroscience*, *34*, 82–91. https://doi.org/10.1016/j.dcn.2018.07.001