

DAFTAR PUSTAKA

- Afip, L.A., Hanafi, N.F dan Zakaria, K. (2013), *Persepsi dan pengalaman guru pendidikan khas dalam menghadapi permasalahan disleksia dalam pemahaman literasi*. E-printUMK.edu.my. Universiti Malaysia Kelantan
- Alonso, P.M., Olivera, M., Usabiagaa, G.L., Audesa, C.C., Quiñonesa, I., Coallab, P.S., Duñabeitia, J.A., Uetosa, F and Carreiras, M. (2018). Neural correlates of phonological, orthographic and semantic reading processing in dyslexia. *NeuroImage: Clinical* 20 (2018) 433–447
- American Educational Research Association. (1999). Standards for educational and psychological testing. John Wiley & Sons, Inc. New Jersey.
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder* (DSM-5). American Psychiatric Association. Washington, DC
- Arfé, B & Dockrell, J. (2014). *Writing Development in Children with Hearing Loss, Dyslexia, or Oral Language Problems*. Oxford University Press. New York.
- Awada, G., & Plana, M. G. C. (2018). Multiple strategies approach and EFL reading comprehension of learners with dyslexia: Teachers' perceptions. *International Journal of Instruction*, 11(3), 463–476. <https://doi.org/10.12973/iji.2018.11332a>
- Azwar, S. (2016). *Konstruksi Tes Kemampuan Kognitif* (edisi 1–cetakan II). Yogyakarta: Pustaka pelajar
- Azwar, S. (2017). *Penyusunan Skala Psikologi* (edisi 2–cetakan XII). Yogyakarta: Pustaka pelajar
- Azwar, S. (2017). *Validitas dan Reliabilitas*. (edisi 4–cetakan VIII). Yogyakarta: Pustaka pelajar.
- Baddeley, A. (2000). The Episodic Buffer. A new component of working memory? *Trends in cognitive science. Elsevier*. 4. 417-423.
- Beaton, A.A. (2004). *Dyslexia, Reading and The Brain*. Psychology Press 270 Madison Avenue: New York
- Becker, N, Vasconcelos, M, Oliveira, V, Dos Santos, F.C, Bizarro, L, De Almeida, R.M.M, De Salles, J.F & Carvalho, M.R.S. (2017). Genetic and environmental risk factors for developmental dyslexia in children: systematic review of the last decade. *Developmental Neuropsychology*. Routledge Taylor & France group. <https://doi.org/10.1080/87565641.2017.1374960>

- Bell, S.M., McCallum, R.S., and Cox, E.A. (2003). Toward a Research-Based Assessment of Dyslexia: Using Cognitive Measures to Identify Reading Disabilities. *Journal of learning disabilities*. Volume 36, number 6, pages 505–516. <https://doi.org/10.1177/00222194030360060201>
- Berninger, V. W. , & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia lessons from teaching and science*. Baltimore, MD: Paul H. Brookes Publishing.
- Ben-Artzi, E., Fostick, L., & Babkoff, H. (2005). Deficits in temporal-order judgments in dyslexia: Evidence from diotic stimuli differing spectrally and from dichotic stimuli differing only by perceived location. *Neuropsychologia*, 43, 714-723. <https://doi.org/doi:10.1016/j>
- Birsh, J. R. (2011). *Connecting research and practice*. In J. R. Birsh, Multisensory teaching of basic language skills (3rd ed., pp.1 – 24). Baltimore , MD: Paul H. Brookes Publishing.
- British Dyslexia Association (2011). *Information for Parents: Help with Handwriting*. Retrieved July 28. <http://www.bdadyslexia.org.uk/about-dyslexia/parents/help-with-andwriting.html>.
- Döhla, D., & Heim, S. (2016). Developmental dyslexia and dysgraphia: What can we learn from the one about the other? *Frontiers in Psychology*, 6(JAN), 1–13. <https://doi.org/10.3389/fpsyg.2015.02045>
- Duranovic, M., Tinjak, S., & Turbic-Hadzagic, A. (2014). Morphological Knowledge in Children with Dyslexia. *Journal of Psycholinguistic Research*, 43(6), 699–713. <https://doi.org/10.1007/s10936-013-9274-2>
- Everatt, J. (2002). Visual Processes. In Reid, G & Wearmouth, J. 2002. *Dyslexia and Literacy*. John Wiley&Sons. USA
- Fawcett, A. (2003). Dyslexia: Theory and good practice. *Child Language Teaching and Therapy*, 19(1), 109–110. <http://proxy.libraries.smu.edu/login?>
- Fawcett, A.J., Pickering, S and Roderick I. Nicolson, R.I. (1993). Development of the DEST test for the early screening for dyslexia. *Study in visual information*. North Holland/Elsevier
- Fawcett, A. J., & Nicolson, R. I. (2007). Dyslexia, learning, and pedagogical neuroscience. *Developmental Medicine and Child Neurology*, 49(4), 306–311. <https://doi.org/10.1111/j.1469-8749.2007.00306.x>
- Ferrer, M.S & Martínez, E.P. (2016). A review of the neurobiological basis of dyslexia in the adult population. *Neurología. Elsevier España*. NRENG-662. <http://dx.doi.org/10.1016/j.nrl.2014.08.003>

- Fletcher, J., Coulter, W., Reschly, D., & Vaughn, S. (2004). Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. *Annals of Dyslexia*, 54 (2), 304–331.
- Frith, U. (2002). Cognitive Development And Cognitive Deficit. *The Psychologist: Bulletin of The British Psychological Society*, 5(1). 13-19.
- Frith, U. (2002). Resolving the paradoxs of dyslexia. In Reid., G & Wearmouth, J. 2002. *Dyslexia and Literacy*. John Wiley&Sons. USA
- Gabay, Y., Vakil, E., Schiff, R dan Holt, L. (2010). Probabilistic Category Learning in Developmental Dyslexia: Evidence from Feedback and Paired-Associate Weather Prediction Tasks. *Neuropsychology*. 29(6): 844–854. doi:10.1037/neu0000194
- Galli, M., Cimolin, V., Stella, G., De Pandis, M. F., Ancillao, A., & Condoluci, C. (2019). Quantitative assessment of drawing tests in children with dyslexia and dysgraphia. *Human Movement Science*, 65(March), 51–59. <https://doi.org/10.1016/j.humov.2018.05.001>
- Garson, G. D. (2013). *Validity and reliability*. Statistical Associates Publishing. USA
- Gooch, D., Snowling, M., & Hulme, C. (2011). Time perception, phonological skills and executive function in children with dyslexia and/or ADHD symptoms. *Journal of Child Psychology and Psychiatry*, 52(2), 195–203. <https://doi.org/10.1111/j.1469-7610.2010.02312.x>
- Guthrie, J.T., Alao, S., Rinehart, J.M. (1996). Literacy Issues in Focus Engagemant In Reading for Young Adolescents. *Journal of Adolescents And Adult Literacy*. 40,4.348-446. <http://www.jstor.org/stable/40015517>
- Hintze, J.M., Ryan, A.L & Stoner, G. (2003). Concurrent Validity and Diagnostic Accuracy of the Dynamic Indicators of Basic Early Literacy Skills and the Comprehensive Test of Phonological Processing. *School Psychology Review*, Volume 32, No. 4. pp. 541-556. <https://www.researchgate.net/publication/242282368>
- Howell, D.C. (2010). *Statistical Methods for Psychology*, Eighth Edition. Linda Schreiber-Ganster Wadsworth. USA
- Hughes, A., Ball, M., Bissett, R., and McCormac, W. (2009). *Living with Dyslexia*. Tower Press and the Dyslexia Association of Ireland.
- Hulme, C & Snowling, M.J (2005). *The Science of Reading: A Handbook*. Blackwell Publishing. Blackwell Handbooks of Developmental Psychology. USA
- 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>

- Jan, G. Le, Bouquin-jeannès, R. Le, Costet, N., & Trolès, N. (2011). *Multivariate predictive model for dyslexia diagnosis*. 1–20. <https://doi.org/10.1007/s11881-010-0038-5>
- Kaplan, R.M & Saccuzzo, D.P. (2009). *Psychological Testing Principles, Applications, and Issues*. Wadsworth, Cengage Learning, USA
- Kawuryan, F dan Raharjo, T. (2012). Pengaruh Stimulasi Visual Untuk Meningkatkan Kemampuan Daya Ingat Anak Disleksia Pada Siswa Sekolah Dasar. *Jurnal Pitutur Psikologi*, vol.1, no 1 Desember. Universitas Muria Kudus
- KBBI. (2008). *Kamus Besar Bahasa Indonesia*. Pusat Bahasa Departemen Pendidikan Nasional. Jakarta
- Knight, D.F & Hynd, G.W. (2002). The Neurobiology of Dyslexia. Dalam Reid., G & Wearmouth, J. 2002. *Dyslexia and Literacy*. John Wiley&Sons. USA
- Langer. N., Benjamin. C., Minas. J and Gaab. N. (2015). The Neural Correlates of Reading Fluency Deficits in Children. *Cerebral Cortex*;25:1441–1453. <https://doi.org/10.1093/cercor/bht330>
- Lorusso, M. L., Facoetti, A., & Bakker, D. J. (2011). Neuropsychological Treatment of Dyslexia: Does Type of Treatment Matter? *Journal of Learning Disabilities*, 44(2), 136–149. <https://doi.org/10.1177/0022219410391186>
- Lyon, G.R., Shaywitz, S.E., Shaywitz, B.A., (2003). Part 1. Defining dyslexia, comorbidity, teachers' knowledge of language and reading. A definition of dyslexia. *Annal Dyslexia*.53, 1–14. <https://doi.org/10.1007/s11881-003-0001-9>.
- Majzub, R.M dan Nor, S.M (2005). Simptom disleksia kanak-kanak prasekolah. *Jurnal Pendidikan*. University Kebangsaan Malaysia. Ukm.edu.my
- Mather,N., & Wendling, B. (2012). *Essentials of Dyslexia Assessment and Intervention*. John Wiley & Sons, Inc. New Jersey.
- Mather,N., Wendling, B., Youman, M., Shaywitz, S and Shaywitz,B. (2012). The brain and dyslexia. In Mather,N., Wendling, B. (2012). *Essentials of Dyslexia Assessment and Intervention*. John Wiley & Sons, Inc. New Jersey.
- Martinez, M., Ramos, L., Callaway, K., Miller, K. (2014). *The Dyslexia Handbook. Procedures Concerning Dyslexia and Related Disorders*. Texas Education Agency. Austin, Texas
- Mackenzie, K. (2017). Differences between screening and diagnostic tests and case finding. www.healthknowledge.org.uk/

- Meng, Z-L., Wydell, T.N., Yan Bi, H. (2018). Visual-motor integration and reading Chinese in children with/without dyslexia. *Reading and Writing*. Springer Nature B.V.
<https://doi.org/10.1007/s11145-018-9876-z>
- Miles, T. R., Wheeler, T. J., & Haslum, M. N. (2003). The Existence of Dyslexia without Severe Literacy Problems. *Annals of Dyslexia*, 53(1998), 340–354.
<https://doi.org/10.1007/s11881-003-0016-2>
- Morken, F., Helland, T., Hugdahl, K., & Specht, K. (2017). Reading in dyslexia across literacy development: A longitudinal study of effective connectivity. *NeuroImage*, 144(January 2016), 92–100.
<https://doi.org/10.1016/j.neuroimage.2016.09.060>
- Mutaqin, S. (2011). *Peranan pendidik dalam membimbing peserta didik disleksia pada kelas III SD Ngepringan kecamatan Jenar Kabupaten Sragen Tahun Pelajaran 2011/2012*. E-printUMS.ac.id. Universitas Muhammadiyah Surakarta. Surakarta
- Nesari, S.J & Kamari, E. (2014). Dyslexic Children and their Difficulties in Reading Persian Orthography. *Language and Literary Studies*. Vol. 5 No. 4.
<http://doi.org/10.7575/aiac.all.v.5n.4p.17>
- Neuhaus, G. F., & Swank, P. R. (2002). Understanding the relations between RAN letter subtest components and word reading in first-grade students. *Journal of Learning Disabilities*, 35(2), 158–174.
<https://doi.org/10.1177/002221940203500206>
- Nicolson, R. I & Fawcett, A. J. (1999). Developmental Dyslexia: The Role of the Cerebellum. *Dyslexia* 5: 155–177. John Wiley & Sons, Ltd.
- Nicolson, R. I., Fawcett, A. J. and Dean, P. (2001). 'Developmental dyslexia: the cerebellar deficit hypothesis.' *Trends in Neurosciences*, 24(9), 508–511
- Nicolson, R.I. & Fawcett, R.J.(2008). *Dyslexia, Learning, and the Brain*. The MIT Press Cambridge, Massachusetts London, England
- Nicolson, R. I., & Fawcett, A. J. (2011). Dyslexia, dysgraphia, procedural learning and the cerebellum. *Cortex*, 47(1), 117–127.
<https://doi.org/10.1016/j.cortex.2009.08.016>
- Olson, R. K., Keenan, J. M., Byrne, B., & Samuelsson, S. (2014). Why do children differ in their development of reading and related skills? *Scientific Studies of Reading*, 18 (1), 38 – 54. <http://dx.doi.org/10.1080/10888438.2013.800521>
- Paz-Alonso, P. M., Oliver, M., Lerma-Usabiaga, G., Caballero-Gaudes, C., Quiñones, I., Suárez-Coalla, P., Duñabeitia, J. A., Cuetos, F., & Carreiras, M. (2018). Neural correlates of phonological, orthographic and semantic

- reading processing in dyslexia. *NeuroImage: Clinical*, 20(August), 433–447.
<https://doi.org/10.1016/j.nicl.2018.08.018>
- Peers. I.S. (2006). *Statistical Analysis for Education and Psychology Researchers*. The Falmer Press. Washington, D.C.
- Pennington, B.F., Santerre-Lemmon, L., Rosenberg, J., MacDonald, B., Boada, R., Friend, A., (2012). Individual prediction of dyslexia by single vs. multiple deficit models. *J. Abnormal Psychology*. 121, 212–224.
<https://doi.org/10.1037/a0025823>
- Peterson, R. L., & Pennington, B. F. (2012). Developmental dyslexia. *The Lancet*, 379(9830), 1997–2007. [https://doi.org/10.1016/S0140-6736\(12\)60198-6](https://doi.org/10.1016/S0140-6736(12)60198-6)
- Pinel, J.P.J. (2009). *Biopsikologi*. Edisi ke tujuh. Pustaka Pelajar. Yogyakarta.
- Pratiwi, I., Hapsari, F.D dan Argo, C.B. (2015) *Pembelajaran teknik puzzle untuk meningkatkan kemampuan membaca pada anak disleksia*. Repository.upy.ac.id
- Pugh, K.R., Mencla, W.E., Annette R. Jennera, A.R., Katz, L., Frost, S.J., Lee, J.R., Shaywitz, S.E., Shaywitz, B.A. (2001). Neurobiological studies of reading and reading disability. *Journal of Communication Disorders* 34 (2001) 479–492
- Rack, J. P. (1994). Dyslexia: The phonological deficit hypothesis. In A. Fawcett & R. Nicolson (Eds.), *Dyslexia in children: Multidisciplinary perspectives* (London, UK: Harvester Wheatsheaf).
- Rahmantika, N.S. (2017). *Konstruksi Tes Deteksi Dini Disleksia Untuk Siswa Taman-kanak-kanak Usia 5 – 7 tahun*. Tesis. Program Magister Psikologi Profesi. Universitas Gadjah Mada.
- Raharjo, T. (2017). *Tata laksana diagnosis disleksia*. Internship Research. Yogyakarta.
- Ramus, F., & Agha, M. (2012). Developmental dyslexia: The difficulties of interpreting poor performance, and the importance of normal performance. *Cognitive Neuropsychology*, 29(1–2), 104–122.
<http://dx.doi.org/10.1080/02643294.2012.677420>
- Raras, O. (2013). *Penerapan Multimedia Berbasis Komputer Dalam Pembelajaran Membaca Nyaring Pada Anak Disleksia Di Lembaga Bimbingan Belajar Studio Center*. Repository UIN Syarif Hidayatullah Jakarta
- Reid, G & Wearmour, J. (2000). Automaticity : A New Framework For Dyslexia Research. Cognition. Fawcett, R.J. *Dyslexia and Literacy*. John Wiley and Son. USA
- Reid, G. (2009). *Dyslexia (A Practitioner's Handbook) Fourth Edition*. John Wiley & Sons Ltd. UK

- Reid, G. (2011). *Dyslexia (Special Education Need)*. Continuum International Publishing Group. New York. <https://doi.org/10.1111/j.1469-7610.2010.02312.x>
- Riddick, B. (2003). *Live With Dyslexia*. The Taylor and Francis E-Library; USA
- Rochelle, K. S. H., & Talcott, J. B. (2006). Impaired balance in developmental dyslexia? A meta-analysis of the contending evidence. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 47(11), 1159–1166. <https://doi.org/10.1111/j.1469-7610.2006.01641.x>
- Santrock, J.W.(2011). *Educational Psychology*. Jilid 2. Pustaka Pelajar. Yogyakarta
- Serrano, F., and Defior, S. (2008). Dyslexia speed problems in a transparent orthography. *Annals of Dyslexia*, Vol. 58, No. 1 (June), pp. 81-95. <http://www.jstor.org/stable/23764878>
- Sa'adati, T.I. (2015). Intervensi psikologis pada siswa dengan ketidakmampuan belajar (disleksia, disgrafia dan diskalkulia). *Jurnal Lentera*. IAIN Kediri. Volume 13, Number 1, 2015, pp. 1-12
- Schulte-Körne G. (2018). The prevention, diagnosis, and treatment of dyslexia. *Dtsch Arztebl Int* 2010; 107(41): 718–27. DOI: 10.3238/arztebl.2010.0718
- Shaywitz, S.E. (1998). Current concepts: Dyslexia. *The New England Journal of Medicine*, 338, 307–312.
- Shaywitz, S.E. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred A. Knopf.
- Shaywitz, S.E & Shaywitz B.A. (2003). Neurobiological Indices of Dyslexia. In L. Swanson, K. R. Harris & S. Graham (Eds). *Handbook of Learning Disabilities*. (pp 514 -531). New York. NY; Guilford Press.
- Shaywitz, S.E & Shaywitz B.A. (2008). Dyslexia (Spesific Learning Disability). *BIOL PSYCHIATRY, Society of Biological Psychiatry* ;57:1. doi:10.1016/j.biopsych.2005.01.043301–1309.
- Siegal, L.S. (1989). IQ is irrelevant to the definition of learning disabilities. *Journal of Learning Disabilities*, 22, 469–78.
- Singleton, C. (2002). Dyslexia: Cognitive Factor And Implication for Litaracy. In G. Raid & J. Wearmourth (Eds). *Dislexia and Literacy*. John Wellly and Son. USA

- Smythe, I., Everatt, J., & Salter, R. (2005). *The International Book of Dyslexia: A Guide to Practice and Resources*.
<https://books.google.com/books?id=7IR65J6NfeQC&pgis=1>
- Snowling, M. J. (1995). Phonological processing and developmental dyslexia. *Journal of Research in Reading*, 18(2), 132–138.
<https://doi.org/10.1111/j.1467-9817.1995.tb00079.x>
- Snowling, M. (2000). *Dyslexia*. (2nd ed.) Oxford, UK: Blackwell.
- Snowling, M. J., Gallagher, A. M., & Frith, U. (2003). Family risk of dyslexia is continuous: Individual differences in the precursors of reading skill. *Child Development*, 74(2), 358–373. <https://doi.org/10.1111/1467-8624.7402003>
- Snowling, M. J., Muter, V., & Carroll, J. (2007). Children at family risk of dyslexia: A follow-up in early adolescence. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 48(6), 609–618. <https://doi.org/10.1111/j.1469-7610.2006.01725.x>
- Snowling, M.J & Stackhouse, J. (2006). *Dyslexia, Speech and Language. A Practitioner's Handbook*. Londong. WHURR PUBLISHERS
- Stanovich, K. 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](https://doi.org/10.1016/0022-0965(84)90120-6)
- Stein, J. (2001). The Magnoceluller Theory of Developmental Dyslexia : *Dyslexia*. 7, 12-36. John Wiley & Sons, Ltd. <https://doi.org/10.1002/dys.186>
- Suárez-Coalla, P., Villanueva, N., González-Pumariega, S., & González-Nosti, M. (2016). Spelling difficulties in Spanish-speaking children with dyslexia / Dificultades de escritura en niños españoles con dislexia. *Infancia y Aprendizaje*, 39(2), 275–311.
<https://doi.org/10.1080/02103702.2015.1132979>
- Sun, Y. F., Lee, J. S., & Kirby, R. (2010). Brain imaging findings in dyslexia. *Pediatrics and Neonatology*, 51(2), 89–96. [https://doi.org/10.1016/S1875-9572\(10\)60017-4](https://doi.org/10.1016/S1875-9572(10)60017-4)
- Tamboer., Vorst and Oort. (2016). Five Describing Factors of Dyslexia. *Journal of Learning Disabilities*, Vol. 49(5) 466 –483.© Hammill Institute on Disabilities. DOI: 10.1177/0022219414558123
- Tunmer, W and Greaney, K. (2010). Defining Dyslexia. *Journal of Learning Disabilities* 43(3) 229– 243. sagepub.com. DOI: 10.1177/0022219409345009

- Turkeltaub, P. E., Gareau, L., Flowers, D. L., Zeffiro, T. A., & Eden, G. F. (2003). Development of neural mechanisms for reading. *Nature Neuroscience*, 6(7), 767–773. <https://doi.org/10.1038/nn1065>
- Umar, R.S., Rahman, F.A., Mokhtar, F. (2011) Animasi di dalam instruksi khas untuk anak-anak disleksia. *Jurnal Teknologi Pendidikan Malaysia*. Jilid 1, Nombor 2. academi.edu
- Urbina, S. (2004). *Essentials of Psychological Testing*. John Wiley & Sons, Inc. Hoboken, New Jersey.
- Vanderauwera, J., Wouters, J., Vandermosten, M., & Ghesquière, P. (2017). Early dynamics of white matter deficits in children developing dyslexia. *Developmental Cognitive Neuroscience*, 27(April), 69–77. <https://doi.org/10.1016/j.dcn.2017.08.003>
- Vellutino, F.R and Scanlon, D.M. (1987). Phonological Coding, Phonological Awareness, and Reading Ability: Evidence from a Longitudinal and Experimental Study. *Merrill-Palmer Quarterly*, Vol. 33, No. 3, pp. 321-363. www.jstor.org
- Vellutino, F. R. (2013). Phonological Coding , Phonological Awareness , and Reading Ability : Evidence from a Longitudinal and Experimental Study: *Frank R . Vellutino and Donna M . Scanlon Source : Merrill-Palmer Quarterly, Vol . 33 , No . 3 , Invitational . 33(3), 321–363.*
- Vellutino, F. 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* - Wiley Online Library. *Onlinelibrary.Wiley.Com*, 1, 2–40. <https://doi.org/10.1046/j.0021-9630.2003.00305.x>
- Vender, M. (2017). *Disentangling Dyslexia: Phonological and Processing Deficit in Developmental Dyslexia*. Peter Lang AG, International Academic Publishers: Switzerland
- Wadsworth, S. J. Olson, R. K. & DeFries, J. C.(2010). Differential Genetic Etiology of Reading Difficulties as a Function of IQ: An Update. *Behav Genet* 40:751–758. DOI 10.1007/s10519-010-9349-x
- Wibowo, S.B. (2019). Alat Tes Skrining Disleksia Pada Anak Usia 5 – 7 Tahun. *Disertasi*. Fakultas Psikologi UGM. Yogyakarta
- Widyorini, E. dan van Tiel, J.M. (2017). *Disleksia: Deteksi, Diagnosis, Penanganan di Sekolah dan di Rumah*. Prenada: Jakarta
- Williams, J. & O'Donovan, Mc. (2006). Genetics of Developmental Dyslexia. *European Journal of Human Genetics*. 14, pages 681–689. <https://doi.org/10.1038/sj.ejhg.5201575>



- Winkel, 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. (1999). The Double Deficit Hypothesis for The Developmental Dyslexia. *Journal of Educational Psychology*. 91, 415-438.
<https://doi.org/10.1037/0022-0663.91.3.415>
- 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(December 2017), 82–91.
<https://doi.org/10.1016/j.dcn.2018.07.001>