

DAFTAR PUSTAKA

- Akyea-Boakye, A. S. (2020). *A Positive Role Model Framework in the Ghanaian Setting: Children Emulating their Parents in Career Choices*. Ghana Institute of Journalism.
- Andriani, M. (2019). Kemampuan Literasi Anak Usia 8-9 Tahun di Kelurahan Rabangodu Selatan Kecamatan Raba Kota Bima. *Jurnal Pendidikan Bahasa*, 9(2), 44–49.
- Aram, D., & Bar-Am, O. C. (2016). Mothers helping their preschool children to spell words: A comparison between interactions using the computer vs. pencil and paper. *International Journal of Child-Computer Interaction*, 7, 15–21.
- Awla, S. (2018). *Peran Keluarga (Nuclear Family Dan Extended Family) Dalam Pengembangan Literasi Dini Anak Di Paud Surabaya*. Universitas Airlangga.
- Blackwell, C. K., Lauricella, A. R., & Wartella, E. (2014). Factors influencing digital technology use in early childhood education. *Computers & Education*, 77, 82–90.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723.
- Cabrera, N. J., Jeong Moon, U., Fagan, J., West, J., & Aldoney, D. (2020). Cognitive stimulation at home and in child care and children's pre academic skills in two-parent families. *Child Development*, 91(5), 1709–1717.
- Çakıroğlu, A. (2018). The language acquisition approaches and the development of literacy skills in children. *International Electronic Journal of Elementary Education*, 11(2), 201–206.
- Carlisle, A. A., Thomas, C. N., & McCathren, R. B. (2016). The effectiveness of using a content acquisition podcast to teach phonological awareness, phonemic awareness, and phonics to preservice special education teachers. *Journal of Special Education Technology*, 31(2), 87–98.
- Chomsky, N. (2021). Linguistics then and now: Some personal reflections. *Annual Review of Linguistics*, 7, 1–11.
- Chomsky, N., Gallego, Á. J., & Ott, D. (2019). Generative grammar and the faculty of language: Insights, questions, and challenges. *Catalan Journal of Linguistics*, 229–261.
- Christensen, J. (2016). A critical reflection of Bronfenbrenner's development ecology model. *Problems of Education in the 21st Century*, 69(1), 22–28.
- Cilliers, E. J. (2017). *The challenge of teaching generation Z. PEOPLE: International Journal of Social Sciences*, 3, 188-198.

- Coiro, J., Knobel, M., Lankshear, C., & Leu, D. J. (2014). Central issues in new literacies and new literacies research. In *Handbook of research on new literacies* (pp. 1–22). Routledge.
- Collins, J. (2018). Perceiving Language. *The Philosophy of Charles Travis: Language, Thought, and Perception*, 155.
- Crescenzi-Lanna, L. (2022). The developmental appropriateness of digital games and its impact on young children's enjoyment and playtime. *International Journal of Child-Computer Interaction*, 33, 100480.
- Creswell, J. W. (2016). Reflections on the MMIRA the future of mixed methods task force report. In *Journal of Mixed Methods Research* (Vol. 10, Issue 3, pp. 215–219). Sage Publications Sage CA: Los Angeles, CA.
- Dastpak, M., Behjat, F., & Taghinezhad, A. (2017). A Comparative Study of Vygotsky's Perspectives on Child Language Development with Nativism and Behaviorism. *Online Submission*, 5(2), 230–238.
- Dewey, John, *Experience and Education: Pendidikan Berbasis Pengalaman*, Terj. Hani'ah (Bandung: Penerbit Teraju, 2004)
- Dewi, S. K. (2003). *Artificial Intelligence (Teknik dan Aplikasinya)*. Graha Ilmu.
- Dougherty, S. M., & Paratore, J. R. (2018). Family Literacy. *Pivotal Research in Early Literacy: Foundational Studies and Current Practices*, 257.
- Doyle, W. (2013). Ecological approaches to classroom management. In *Handbook of classroom management* (pp. 107–136). Routledge.
- Emmons, R. (2019). *Location, Location, Location: The Expansion of the Lexington Public Library from 1795-2019*.
- Erbil, D. G. (2020). A review of flipped classroom and cooperative learning method within the context of Vygotsky theory. *Frontiers in Psychology*, 11, 1157.
- Erdi, S. P. P., & Saridewi. (2022). Pengaruh Metode Fonik Melalui Animasi Powerpoint Terhadap Kemampuan Membaca Anak Di Taman Kanak-Kanak Pembina. *Jurnal Golden Age*, 6(01), 41–45.
- Essa, E. L., & Burnham, M. M. (2019). *Introduction to early childhood education*. Sage Publications.
- Eun, B. (2019). The zone of proximal development as an overarching concept: A framework for synthesizing Vygotsky's theories. *Educational Philosophy and Theory*, 51(1), 18–30.
- Faizah, D. U., Sufyadi, S., Anggraini, L., Waluyo, W., Dewayani, S., Muldian, W., & Roosaria, R. (2016). *Panduan gerakan literasi sekolah di Sekolah Dasar*. Direktorat Jenderal Pendidikan Dasar dan Menengah.
- Flewitt, R. (2013). Early literacy: A broader vision. *Association for the Professional*

Development of Early Years Educators, a.

- Flores, N., & Rosa, J. (2022). Undoing competence: Coloniality, homogeneity, and the overrepresentation of whiteness in applied linguistics. *Language Learning*.
- Ghozali, I. (2020). *Aplikasi Analisis Multivariat Dengan Program SPSS*. Semarang: Undip Press.
- Gilakjani, A. P., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2).
- Gopinath, R. (2019). Job Involvement Influence to Knowledge Management—A Study. *International Journal of Research*, 8(5), 1461–1466.
- Gough, P. B., Ehri, L. C., & Treiman, R. (2017). *Reading acquisition*. Routledge.
- Grofčíková, S., & Máčajová, M. (2021). Rhyming in the context of the phonological awareness of pre-school children. *CEPS Journal*, 11(1), 115–138.
- Guseva, L. G., & Solomonovich, M. (2017). Implementing the zone of proximal development: From the pedagogical experiment to the developmental education system of Leonid Zankov. *International Electronic Journal of Elementary Education*, 9(4), 775–786.
- Harahap, M. H., Faisal, F., Hasibuan, N. I., Nugrahaningsih, R. H. D., & Azis, A. C. K. (2017). Pengembangan Program Literasi Sekolah Untuk Meningkatkan Kualitas Pendidikan Dasar Tingkat Sekolah Menengah Pertama Negeri di Kota Medan. *Jurnal Pembangunan Perkotaan*, 5(2), 115–128.
- Hauser, M. D., Yang, C., Berwick, R. C., Tattersall, I., Ryan, M. J., Watumull, J., Chomsky, N., & Lewontin, R. C. (2014). The mystery of language evolution. *Frontiers in Psychology*, 5, 401.
- Hindman, A. H., Skibbe, L. E., & Foster, T. D. (2014). Exploring the variety of parental talk during shared book reading and its contributions to preschool language and literacy: Evidence from the Early Childhood Longitudinal Study-Birth Cohort. *Reading and Writing*, 27, 287–313.
- Hockett, C. F. (2020). *The state of the art*.
- Hsu, L. S.-J., Ip, K. I., Arredondo, M. M., Tardif, T., & Kovelman, I. (2019). Simultaneous acquisition of English and Chinese impacts children's reliance on vocabulary, morphological and phonological awareness for reading in English. *International Journal of Bilingual Education and Bilingualism*, 22(2), 207–223.
- Huang, Y.-C. (2021). Comparison and contrast of Piaget and Vygotsky's Theories. *7th International Conference on Humanities and Social Science Research (ICHSSR 2021)*, 28–32.
- Hulin, R., & Na, X. (2014). A study of Chomsky's universal grammar in second language acquisition. *International Journal on Studies in English Language*

and Literature, 2(12), 1–7.

- Hutton, J. S., Phelan, K., Horowitz-Kraus, T., Dudley, J., Altaye, M., DeWitt, T., & Holland, S. K. (2017). Shared reading quality and brain activation during story listening in preschool-age children. *The Journal of Pediatrics*, 191, 204–211.
- Ihmeideh, F., & Al-Maadadi, F. (2020). The effect of family literacy programs on the development of children's early literacy in kindergarten settings. *Children and Youth Services Review*, 118, 105462.
- Iliyasu, R., & Etikan, I. (2021). Comparison of quota sampling and stratified random sampling. *Biom. Biostat. Int. J. Rev*, 10(1), 24–27.
- Irhandayaningsih, A. (2019). Menanamkan budaya membaca pada anak usia dini. *Anuva: Jurnal Kajian Budaya, Perpustakaan, Dan Informasi*, 3(2), 109–118.
- Ismatullaeva, I. I., Filimonova, L. Y., & Rustamovich, A. O. (2022). Sociolinguistics and its Development as an Independent Science. *Academic Research in Educational Sciences*, 3(10), 621–628.
- Jones, C. D., & Reutzel, D. R. (2015). Write to Read: Investigating the Reading-Writing Relationship of Code-Level Early Literacy Skills. *Reading & Writing Quarterly*, 31(4), 297–315. <https://doi.org/10.1080/10573569.2013.850461>
- Jones, M. E., & Christensen, A. E. (2022). Learning to Read. In *Constructing Strong Foundations of Early Literacy* (pp. 33–46). Routledge.
- Junge, K., Schmerse, D., Lankes, E.-M., Carstensen, C. H., & Steffensky, M. (2021). How the home learning environment contributes to children's early science knowledge—Associations with parental characteristics and science-related activities. *Early Childhood Research Quarterly*, 56, 294–305.
- Justice, L. M., & Sofka, A. E. (2013). *Engaging children with print: Building early literacy skills through quality read-alouds*. Guilford Publications.
- Kennedy, E., Dunphy, E., Dwyer, B., Hayes, G., McPhillips, T., Marsh, J., O'Connor, M., & Shiel, G. (2012). *Literacy in Early Childhood and Primary Education (3-8 Years)*. National Council for Curriculum and Assessment.
- Kern, R. (2000). *Literacy and Language Teaching*. Oxford: Oxford UP.
- Kertesz, A., Coates, R., & Harlock, W. (1978). Localization of Cognitive and Language Impairment in Stroke. *Canadian Journal of Neurological Sciences*, 5(3), 352.
- Khan, N., Sarwar, A., Chen, T. B., & Khan, S. (2022). Connecting Digital Literacy in Higher Education to the 21st Century Workforce. *Knowledge Management & E-Learning*, 14(1), 46–61.
- Knauer, H. A., Jakiela, P., Ozier, O., Aboud, F., & Fernald, L. C. H. (2020). Enhancing young children's language acquisition through parent-child book-

- sharing: A randomized trial in rural Kenya. *Early Childhood Research Quarterly*, 50, 179–190.
- Kuder, S. J., & Hasit., C. (2002). *Enhancing Literacy for All Students* (P. E. Inc (ed.)).
- Lasnik, H., & Lohndal, T. (2017). Noam Chomsky. In *Oxford Research Encyclopedia of Linguistics*.
- Lauricella, A. R., Wartella, E., & Rideout, V. J. (2015). Young children's screen time: The complex role of parent and child factors. *Journal of Applied Developmental Psychology*, 36, 11–17.
- Lee, J., & Schallert, D. L. (2016). Exploring the Reading–Writing Connection: A Yearlong Classroom-Based Experimental Study of Middle School Students Developing Literacy in a New Language. *Reading Research Quarterly*, 51(2), 143–164. <https://doi.org/https://doi.org/10.1002/rrq.132>
- Lévesque, S., Bisson, V., Charton, L., & Fernet, M. (2020). Parenting and relational well-being during the transition to parenthood: Challenges for first-time parents. *Journal of Child and Family Studies*, 29, 1938–1956.
- Loizou, E., Michaelides, A., & Georgiou, A. (2019). Early childhood teacher involvement in children's socio-dramatic play: creative drama as a scaffolding tool. *Early Child Development and Care*, 189(4), 600–612. <https://doi.org/10.1080/03004430.2017.1336165>
- Macrides, E., Miliou, O., & Angeli, C. (2022). Programming in early childhood education: A systematic review. *International Journal of Child-Computer Interaction*, 32, 100396.
- Mahuro, G. M., & Hungi, N. (2016). Parental participation improves student academic achievement: A case of Iganga and Mayuge districts in Uganda. *Cogent Education*, 3(1), 1264170.
- Mangesti, F. D. (2020). *Peran Orang Tua Dalam Mengembangkan Kemampuan Berbahasa Anak Usia Dini Di TK Muslimat NU 001 Ponorogo*. IAIN Ponorogo.
- Mcleod, S. (2022). Vygotsky's sociocultural theory of cognitive development. Retrieved from *Simply Psychology*: <https://www.simplypsychology.org/Vygotsky.html>.
- Miller, P., & Clark, M. D. (2011). Phonemic awareness is not necessary to become a skilled deaf reader. *Journal of Developmental and Physical Disabilities*, 23, 459–476.
- Mills, K. A., Stornaiuolo, A., Smith, A., & Pandya, J. Z. (2017). *Handbook of writing, literacies, and education in digital cultures*. Routledge.
- Mindell, J. A., & Williamson, A. A. (2018). Benefits of a bedtime routine in young children: Sleep, development, and beyond. *Sleep Medicine Reviews*, 40, 93–

- Mohammed, F. O. (2014). The use of *Phonological Awareness Skills* in teaching phonetics and phonology for university students. *IOSR Journal of Humanities and Social Science*, 19(1), 101–106.
- Mullis, I. V. S., Martin, M. O., Foy, P., & Drucker, K. T. (2012). *PIRLS 2011 international results in reading*. ERIC.
- Mursyid, M. (2016). *Membumikan Gerakan Literasi di Sekolah*. Ladang Kata.
- Nahdi, K., Yunitasari, D., Suhartiwi, S., Atiaturahmaniah, A., & Ibrahim, D. S. M. (2020). Strengthening National Character by Reconciliation the Testament: Local Literature in the Post-National Era. *VELES: Voices of English Language Education Society*, 4(1), 116–126.
- Neumann, M. M. (2018). Using tablets and apps to enhance emergent literacy skills in young children. *Early Childhood Research Quarterly*, 42, 239–246.
- Neumann, M. M., Finger, G., & Neumann, D. L. (2017). A conceptual framework for emergent digital literacy. *Early Childhood Education Journal*, 45(4), 471–479.
- Nicholas, M., & Rouse, E. (2021). Learning to read: where should early childhood educators begin? *Literacy*, 55(1), 3–13.
- Nuraeni, A. (2016). Peran orang tua dalam pengembangan literasi dini anak kelompok B di gugus 7 Mangunan Dlingo Bantul. *Pendidikan Guru PAUD S-I*, 5(3), 245–256.
- Overmann, K. A. (2016). Beyond Writing: The Development of Literacy in the Ancient Near East. *Cambridge Archaeological Journal*, 26(2), 285–303. <https://doi.org/DOI: 10.1017/S0959774316000019>
- Papadopoulou, M., Makri, K., Pag Kourelia, E., Kombiadou, E., & Gaspari, K. (2023). Early literacy going digital: Interweaving formal and informal literacy learning through digital media. *Journal of Early Childhood Literacy*, 14687984231189988. <https://doi.org/10.1177/14687984231189988>
- Pennycook, A. (2021). *Critical applied linguistics: A critical reintroduction*. Routledge.
- Perry, N. E., VandeKamp, K. O., Mercer, L. K., & Nordby, C. J. (2023). Investigating Teacher—Student Interactions That Foster Self-Regulated Learning. In *Using Qualitative Methods To Enrich Understandings of Self-regulated Learning* (pp. 5–15). Routledge.
- Pillinger, C., & Wood, C. (2014). Pilot study evaluating the impact of dialogic reading and shared reading at transition to primary school: early literacy skills and parental attitudes. *Literacy*, 48(3), 155–163. <https://doi.org/https://doi.org/10.1111/lit.12018>

- Pitt, J. (2020). Communicating through musical play: combining speech and language therapy practices with those of early childhood music education – the SALTMusic approach. *Music Education Research*, 22(1), 68–86. <https://doi.org/10.1080/14613808.2019.1703927>
- Poehner, M. E., & Infante, P. (2017). Mediated development: A Vygotskian approach to transforming second language learner abilities. *Tesol QUARTERLY*, 51(2), 332–357.
- Poepfel, D. (2017). The influence of Chomsky on the neuroscience of language. *The Cambridge Companion to Chomsky*, 155–172.
- Prensky, M. (2001). Digital Natives, Digital Immigrants Part 1. *On the Horizon*, 9(5), 1-6.
- Primayana, K. H., Dewi, P. Y. A., & Gunawan, I. G. D. (2020). Peran Orang Tua Dalam Pengembangan Literasi Dini Pada Anak. *Widya Kumara: Jurnal Pendidikan Anak Usia Dini*, 1(2), 30–39.
- Puckica, J. (2018). Poverty of the stimulus and yes-no interrogatives in English. *CogniTextes. Revue de l'Association Française de Linguistique Cognitive, Volume 17*.
- Radick, G. (2016). The unmaking of a modern synthesis: Noam Chomsky, Charles Hockett, and the politics of behaviorism, 1955–1965. *Isis*, 107(1), 49–73.
- Rahayu, T. (2016). *Penumbuhan budi pekerti melalui gerakan literasi sekolah*. Muhammadiyah University Press.
- Rahmawati, I. Y. (2019). *Aktualisasi Media Komik Candi Purbakala Sebagai Bahan Literasi Pariwisata*.
- Reiser, R. A., & Elly, D. P. (1997). The field of educational technology as reflected through its definitions. *Educational technology research and development*, 45(3), 63-72.
- Robyak, A., Masiello, T., Trivette, C. M., Roper, N., & Dunst, C. J. (2007). CELLreviews. *Center for Early Literacy Learning*, 1(1).
- Roe, B., Smith, S. H., & Kolodziej, N. J. (2018). *Teaching reading in today's elementary schools*. Cengage Learning.
- Saida, N. (2019). *Analisis Program Kampung Dongeng Terhadap Literasi Dasar Anak di Desa Lueng Ie Kecamatan Krueng Barona Jaya Aceh Besar*. UIN Ar-Raniry.
- Samuelsson, I. P., & Park, E. (2017). How to educate children for sustainable learning and for a sustainable world. *International Journal of Early Childhood*, 49, 273–285.
- Saville-Troike, M., & Barto, K. (2017). *Introducing second language acquisition*. Cambridge University Press.

- Setianingsih, H. P., & Fitriana. (2021). The Role of Teachers in Stimulating Early Literacy Development In Children Aged 5-6 Year. *Jurnal Dikdas*, 9(1), 181–190. <http://jurnal.untad.ac.id/jurnal/index.php/ESE/article/view/18240/pdf>
- Strickland, D. S., & Riley-Ayers, S. (2006). Early literacy: Policy and practice in the preschool years. *Preschool Policy Brief*, 10(4), 1–12.
- Su, M., Peyre, H., Song, S., McBride, C., Tardif, T., Li, H., Zhang, Y., Liang, W., Zhang, Z., & Ramus, F. (2017). The influence of early linguistic skills and family factors on literacy acquisition in Chinese children: Follow-up from age 3 to age 11. *Learning and Instruction*, 49, 54–63.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sumaryanti, L. (2018). Membudayakan literasi pada anak usia dini dengan metode mendongeng. *AL-ASASIYYA: Journal of Basic Education*, 3(1), 117–125.
- Teepe, R. C., Molenaar, I., Oostdam, R., Fukkink, R., & Verhoeven, L. (2019). Helping parents enhance vocabulary development in preschool children: Effects of a family literacy program. *Early Childhood Research Quarterly*, 48, 226–236.
- Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Burgess, S., & Hecht, S. (1997). Contributions of phonological awareness and rapid automatic naming ability to the growth of word-reading skills in second-to fifth-grade children. *Scientific Studies of Reading*, 1(2), 161–185.
- Touqir, S., Nasir, T., & Pervez, S. (2022). Chomsky's Contribution to Linguistics A Review. *International Journal of Linguistics and Culture*, 3(1), 205–225.
- Tunmer, W. E., Chapman, J. W., & Prochnow, J. E. (2006). Literate cultural capital at school entry predicts later reading. *New Zealand Journal of Educational Studies*, 41(2), 183.
- UU. (1992). *Undang - Undang No. 10 Tahun 1992 tentang Perkembangan Kependudukan dan Pembangunan Keluarga Sejahtera*.
- Vasilyeva, M., Dearing, E., Ivanova, A., Shen, C., & Kardanova, E. (2018). Testing the family investment model in Russia: Estimating indirect effects of SES and parental beliefs on the literacy skills of first-graders. *Early Childhood Research Quarterly*, 42, 11–20.
- Vasylenko, O. (2017). The parents' role in helping children to develop reading skills. *Edukacja Elementarna w Teorii i Praktyce*, 12(4 (46)), 71–80.
- Veres, C., & Sampson, J. (2023). Self supervised learning and the poverty of the stimulus. *Data & Knowledge Engineering*, 102208.
- Verhoeven, L., Voeten, M., van Setten, E., & Segers, E. (2020). Computer-supported early literacy intervention effects in preschool and kindergarten: A meta-analysis. *Educational Research Review*, 30, 100325.

- Vygotsky, L. S. (2016). *The collected works of LS Vygotsky: Problems of general psychology, including the volume thinking and speech*. Springer.
- Wasik, B. A., & Jacobi-Vessels, J. L. (2017). Word Play: Scaffolding Language Development Through Child-Directed Play. *Early Childhood Education Journal*, 45(6), 769–776. <https://doi.org/10.1007/s10643-016-0827-5>
- Wawryków, A., Korabiusz, K., Stecko, M., Harasimowicz, J., & Harasimowicz, P. (2019). Assessment of preschool and pre-school children. *Journal of Education, Health and Sport*, 9(6), 404–406.
- Werner, E. E., & Smith, R. S. (2019). *Overcoming the odds: High risk children from birth to adulthood*. Cornell University Press.
- Westerveld, M. F., Gillon, G. T., van Bysterveldt, A. K., & Boyd, L. (2015). The emergent literacy skills of four-year-old children receiving free kindergarten early childhood education in New Zealand. *International Journal of Early Years Education*, 23(4), 339–351.
- Whalley, M. (2017). Involving parents in their children’s learning: A knowledge-sharing approach. *Involving Parents in Their Children’s Learning*, 1–296.
- Whitehurst, G. J., & Lonigan, C. J. (1998). Child development and emergent literacy. *Child Development*, 69(3), 848–872.
- Wiedarti, P., Laksono, K., & Retnaningsih, P. (2018). *Desain induk gerakan literasi sekolah*.
- Wijayanti, F. (2020). *Peran Orang Tua Dalam Pengembangan Budaya Literasi Pada Anak Usia Dini (Studi di PAUD Amanah Padjadjaran Kota Tasikmalaya)*. Universitas Siliwangi.
- Wulan, N. S. (2021). Pengembangan Model Literasi Keluarga Berbasis Simplifikasi Cerita Rakyat. In *Jurnal Basic Edu*. Pena Persada. <https://thesiscommons.org/ucqh2/download?format=pdf>
- Xiao, R. (2017). Combining transformative generative grammar and systemic functional grammar: Linguistic competence, syntax and second language acquisition. *International Journal of English and Literature*, 8(4), 37–42.
- Xu, Y., Chen, C.-C., Spence, C., Washington-Nortey, M., Zhang, F., & Brown, A. (2022). Supporting young Spanish speaking English learners through teacher scaffolding and reciprocal peer tutoring. *Early Child Development and Care*, 192(8), 1324–1336.
- Yi, Y. (2021). Establishing the concept of AI literacy. *Jahr–European Journal of Bioethics*, 12(2), 353–368.
- Yildiz, S., Kilic, G. N., & Acar, I. H. (2023). Early childhood education during the COVID-19 outbreak: The perceived changing roles of preschool administrators, teachers, and parents. *Early Childhood Education Journal*, 51(4), 743–753.