

DAFTAR PUSTAKA

- Aiken, Lewis R. (1994). *Psychological Testing and Assessment* (Eight Edition), Boston: Allyn and Bacon. p. 66.
- Anderson, L.W. and Krathwohl, D.R. (2001). *A Taxonomy for Learning, Teaching, and Assessing. A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman, Inc., pp. 27-37.
- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta. p. 84.
- Bygate, M. (2001): *Effects of task repetition on the structure and control of language*. In: Bygate, Martin, Skehan, Peter, Swain, Merrill (Eds.): *Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing*. Harlow: Pearson Education Limited, pp. 23-48.
- Carl, Arend E. (2009). *Teacher Empowerment Through Curriculum Development: Theory in to Practice* (3th edition). Cape Town South Africa: Juta and Company Limited. pp. 89-92; 93-96.
- Coffin, C. (2006). *Historical Discourse: The language of time, cause and evaluation*. London: Continuum.
- Coyle, D. (1999). Supporting students in content and language integrated contexts: planning for effective classrooms. In: Masih, John: *Learning through a foreign language – models, methods, and outcomes*. London: Centre for Information on Language Teaching and Research (CILT), pp. 46-62.
- _____. (2002) From little acorns chapter 4 in So, D., & Jones, G (Eds) *Education and Society in Plurilingual Contexts* Brussels: Brussels University Press. p.28.
- _____. (2005). *Planning Tools for Teachers*. Europa: University of Nottingham. pp. 1-17.
- _____. (2007). Content and Language Integrated Learning: *Towards a Connected Research Agenda for CLIL Pedagogies*. , Vol. 10, No. 5, pp. 543-562 .
- Coyle, D., Hood, P., Marsh, D. (2010): *CLIL – Content and Language Integrated Learning*. Cambridge : Cambridge University Press. pp. 1, 42 & 76.
- Crandall J. (1993). Content-centered learning in the United States. *Annual Review of Applied Linguistics* 13: pp. 111-126.

- Crocker, L. & Algina, J. (1986). *Introduction to Classical and Modern Test Theory*. New York: Holt, Rinehart and Winston, Inc. p.315.
- Cummins, J. (2005): *A proposal for action: Strategies for recognizing heritage language competence as a learning resource within the mainstream classroom*. In: *Modern Language Journal* 89, pp. 585-592.
- Dalton-Puffer, C. (2006). *Questions in CLIL classrooms: strategic questioning to encourage speaking*. In Martinez Flor, A. and Usó, E. (eds.) *Current trends in the development and teaching of the four language skills*. (Studies in language acquisition 29). Mouton de Gruyter, pp. 187-213.
- Darn, Steve. (2009). *CLIL: Content and Language Integrated Learning*. A available: <http://www.stevedarn.com>. Accessed 24th September 2008. p. 6.
- Depdiknas. (2003). *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA*. Jakarta: Depdiknas. pp.13-14.
- Dharma, Surya. (2008). *Strategi Pembelajaran dan Pilihannya*. Jakarta: Ditjen PMPTK. pp. 3-4.
- Ditjen Mandidasmn. (2008). *Bimbingan Teknis Rintisan SMA Bertaraf Internasional*. Jakarta: Direktorat Pembinaan SMA Ditjen Mandidasmn. pp. 25-27.
- Echevarria J., Vogt, M. E., & Short D. J. (Eds.). (2000) *Making Content Comprehensible for English Language Learners: The SIOP model*. Boston, MA: Allyn & Bacon.
- Ellis, R., Yuan, F. (2003): «The Effects of Pre-Task Planning and On-Line Planning on Fluency, Complexity and Accuracy in L2 Monological Oral Production.» In: *Applied Linguistics* 24/1, pp. 1-27.
- Enright, D. S., & McCloskey, M.L. (1988). *Integrating English*. New York: Addison-Wesley Publishing Company.
- Freeman, D. and Richards, J.C. (1993). *Conceptions of Teaching and the Education of Second Language Teachers*. *TESOL Quartely*, 27 (2), pp. 193-216.
- Gagne, R.M., Briggs, L.J, and Wager, W.W. (1992). *Principles of Instructional design*. San Diego: Harcourt Brace Jovannovich College Publishers. p. 11.
- Gardner, H. (2006). *Multiple Intelligences: New horizons in theory and practice*. New York: The Perseus Books Group.

- Grimalda, G. (2006): *Which Relation between Globalisation and Individual Propensity to Co-Operate? Some Preliminary Results from an Experimental Investigation.* «CSGR Working Paper 214/06. <http://www2.warwick.ac.uk/fac/soc/csgr/research/workingpapers/2006/wp21406.pdf>. p.6.
- Halliday, M.A.K. (2004). Revised by Matthiessen, C.M.I.M. *An Introduction to Functional Grammar*. London: Arnold.
- Hansen-Pauly, M.A. et al. (2009). *Teacher Education for CLIL across Contexts*. Europa: Directorate-General for education and Culture, University of Luxembourg. p.6.
- Hoare, P. (2004). The importance of language awareness in late immersion teachers. In Bigelow, M., & Walker, C. (Eds.). *Creating teacher community: Selected papers from the Third International Conference on Language Teacher Education*. Minneapolis, MN: Center for Advanced Research on Language Acquisition.
- Hull, G.A. and Nelson, M.E. (2005). Locating the Semiotic Power of Multimodality. *Written Communication*, Vol. 22, No 2, pp. 224-261.
- Joyce, Bruce and Weil, Marsha. (1996). *Models of Teaching* (5th edition). Singapore: Allyn and Bacon. pp. 11-125.
- Kress, G. (2000). Multimodality: Challenges to thinking about languages. *TESOL Quarterly*, Vol. 34, No. 2, pp. 337-340.
- Lange, G. (2002). *TIE-CLIL Professional Development Course*. Milan Italy: MIUR Direzione Regionale della Lombardia on behalf of the TIE-CLIL Project, pp. 36-51.
- Marsh, David. (2006). *Using Languages to Learn and Learning to Use Languages* /online/, 2006, pg. 6-7, available at <http://www.tieclil.org/html/products/pdf/1uk.pdf>, 27.04. 2006.
- Martin, J. R. (2009). *Genre and language learning: a social semiotic perspective*. *Linguistics and Education*, 20, pp. 10-21.
- Mehisto, P., Marsh D. and Frigols M. (2008). *Uncovering CLIL: Content and Language Integrated Learning in bilingual and Multilingual Education*. Oxford: Macmillan. p.12.
- Meltzer, D. E. (2002). *The relationship between mathematics preparation and conceptual learning gains in physics: a possible "hidden variable" in diagnostic pretest scores*. *American Journal of Physics*, 70, 1-6.

- Meyer, O. (2009). *Content and Language Integrated Learning (CLIL) im Geographieunterricht: Strategien und Prinzipien für ein erfolgreiches Unterrichten*. In: Praxis Geographie 5, pp. 8-13.
- _____. (2010). *Towards quality-CLIL: successful planning and teaching strategies*. Germany: Catholic University of Eichstaett. pp. 13-24.
- Nikula, T. (2005). English as an object and tool of study in classrooms : interactional effects and pragmatic implications. *Linguistics and Education, Volume 16*, pp. 27-58.
- Nitko, Anthony J. (1996). *Educational Assessment of Students (second edition)*. Ohio: Merrill an imprint of Prentice Hall Englewood Cliffs. p. 310.
- Robertson, Gladene & Lang, Helmutt. (1984). *Instructional Approaches: A Framework for Professional Practice*. Canada: Saskatchewan University. pp. 17-22.
- Soekamto, Toeti & Winataputra, Udin Saripudin. (1996). *Teori Belajar dan Model-model Pembelajaran*. Jakarta: Dikti. p.78.
- Sukmadinata, N. S. (2004). *Kurikulum dan Pembelajaran Kompetensi*. Bandung: Kesuma Karya. p. 243.
- Sungkowo. (2009). *Panduan Penyelenggaraan Program Rintisan SMA Bertaraf internasional (R-SMA-BI)*. Jakarta: Depdiknas, Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah. pp. 24-25.
- Swain, M. (1993): *The Output Hypothesis: Just speaking and writing aren't enough*. *The Canadian Modern Language Review*, 50, pp. 158-165. (2006): *Languaging, agency, and collaboration in advanced language proficiency*. Byrnes, H (Ed.): *Advanced Language Learning: The contribution of Halliday and Vygotsky*. London: Continuum, 95-108. 2010, 33. *Towards quality-CLIL: successful planning and teaching strategies*. pp.11-29.
- Sygmund, Doris. (2005). *Reflections on content and language integrated learning (CLIL)*. Europa: Comenius Projects Focusing on EFL Learning and ICT and CLIL. p.20.
- Tennant, Adrian. (2006). *CLIL tips – Some advantages & disadvantages*, available at <<http://www.onestopenglish.com/business/bank/clil/tips.htm>>, 06.04. 2006).
- UNESCO Education Sector (2004). *The Plurality of Literacy and its Implications for Policies and Programs: Position Paper*. Paris: UNESCO, p. 13, citing an international expert meeting in June 2003 at UNESCO.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Zwiers, J. (2008). *Building Academic Language: Essential practices for content classrooms, Grades 5-12*. San Francisco/Newark, Delaware: Jossey-Bass/International Reading Association.