

REFERENCES

- Adams, G., & Rohacek, M. (2002). *More than work support? Issues integrating child development goals into the childcare subsidy system*. *Early childhood Research Quarterly*, 17, 418-440.
- Adelman, C., D. Jenkins, and S. Kemmis. (1976). *Rethinking case study: notes from the second Cambridge confrence*. Cambridge Journal of Education.
- Aldemir, J. and Sezer, Ozcan. (2009). *Early Childhood Education Pre-Service Teachers' Images of Teacher and Beliefs about Teaching*. Inonu University Journal of The Faculty of Education Vol.10, Issue.3, pp.105-122.
- Alwasilah, Chaedar. (2009). *Pokoknya Kualitatif*. Jakarta: Pustaka Jaya.
- Alwasilah, Chaedar. (2011). *Pokoknya Action Research*. Bandung: Kiblat Buku Utama.
- Baillargeon, Renee. (2002). *The Acquisition of Physical Knowledge in Infancy: A summary in Eight Lesons*. Blackwell Handbook of Childhood Cognitive Development: Blackwell Publisher Ltd.
- Berkhout, L., Dolk, M. and Goorhuis-Brouwer. (2010). *Teacher's View on Psychosocial Development in Children from 4 to 6 Years of Age*. *Educational & Child Psychology* Vol.27 No.4 103.
- Bernstein, B. (1961). *Social Class and Linguistic Development: A Theory of Social Learning*. In Fernald, A and Weisleder, A. *Early Language Experience is Vital to Developing Fluency in Understanding*. New York: The Guilford Press.
- Blatford, P. (2003). *The Class Size Debate: Is small better?* Maidenhead, UK and Philadelphia, U.S.A: Open University Press.
- Brayfield, A., and Korintus, M. (2011). *Early Childhood Socialization: Societal Context and Childrearing Values in Hungary*. *Journal of Early Childhood Research* 9 (3) 262-279.
- Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Cameron, Lynne. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Dawson, Catherine. (2002). *Introduction to Research Methods*. Begbroke, Oxford: How to Books, Ltd.
- Deneme, S., Ada, S., & Uzun, K.,. 2011. *Teaching a foreign language and foreign culture to young learners*. *International Journal of Business, Humanities, and Technology*, vol.1 no.1; July 2011.
- Dickinson, D., Hirsh Pasek, K., & Golinkoff, R.M. (2011-under review). *Increasing vocabulary in preschools: Using cognitive science to guide pedagogy*: Proposal to Institute for Education Science.
- Directorate of Early Childhood Education. (2009). *Kebijakan Teknis Direktorat Pendidikan Anak Usia Dini*. Jakarta: A power point presentation by Direktorat Pendidikan Non-Formal dan Informal.
- Early, D. M., Maxwell, K. L., Burchinal, M., Alva, S., Bender, R. H., Bryant, D., . . . Zill, N. (2007). *Teachers' education, classroom quality, and young children's*

- academic skills: Results from seven studies of preschool programs.* Child Development, 78, 558–580.
- Education For All Global Monitoring Report. (2008). *Education for All by 2015. Will we make it?* UNESCO: Oxford University Press.
- Edwards, S. and Mackenzie, A.C. (2011). *Environmentalising Early Childhood Education Curriculum through Pedagogies of Play.* Australasian Journal of Early Childhood Vol.36 No.1, March 2011.
- Ehrenberg, R.G., Brewer, D. J., Gamoran, A., & Willms, J.D. (2001). *Class size and student achievement.* Psychological Science in the Public Interest, 2(1), 1e30.
- Elliot, John. (2009). *Lesson Study as a Form of Educational Action Research.* PPT from Centre for Applied Research in Education, University of East Anglia, UK. Available at: www.slss.sg/slides/JohnElliott.ppt.
- Emilia, Emi. (2008). *Lesson Study dan Pemahaman Guru terhadap Implementasi Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris.* Bandung: Fakultas Pendidikan Bahasa dan Seni UPI.
- Emilia, Emi. (2008). *Menulis Tesis dan Disertasi.* Bandung: Penerbit Alfabeta.
- Ervin-Tripp, S. (1974). *Is second language learning like the first?.* TESOL Quarterly, 8.
- Ervin-Tripp, S.M. (1974). *Is second language learning like the first?* TESOL Quarterly Vol. 8, No. 2 June 1974.
- Fathman, A. (1975). *The relationship between age and second language productive ability.* Language Learning, 25.
- Fernald, A and Weisleder, A. (2011). *Early Language Experience is Vital to Developing Fluency in Understanding.* New York: The Guilford Press.
- Flavell, J.H., Miller, P.H., & Miller, S.A.,. (1993). *Cognitive Development – 3rd Edition.* Englewood Cliffs, N.J. : Prentice Hall.
- Freeman, D. (2002). *The hidden side of the work: Teacher knowledge and learning to teach.* Lang. Teach. 35: 1 -13.
- Gallagher, J.J., Clifford, R.M., & Maxwell, K. (2004). *Getting from here to there: To an ideal early preschool system.* Early childhood Research and Practice, 6. Available at: <http://ecrp.uiuc.edu/v6n1/cliford.html>.
- Gass, S.M. and Selinker, L. (Eds.).1994.*Language transfer in language learning.* Amsterdam: John Benjamins.
- Gay, Geneva. (2000). *Culturally Responsive Teaching: Theory, Research, and Practice.* New York: Teachers College Press.
- Girolamento, L ., & Weitz mann, E. (2002). *Responsiveness of Child Care Providers in Interactions with Toddlers and Preschoolers.* Language, Speech, and Hearing Services in Schools, 33, 268-281.
- Guba, E.G., and Y.S. Lincoln. (1981). *Effective Evaluation.* San Francisco: Jossey-Bass.
- Haliwell, Susan. (1992). *Teaching English in The Primary Classroom.* Essex: Longman.
- Hampton, S. (1994). *Teacher change: Overthrowing the myth of one teacher, one classroom.* In T. Shanahan (ed.), *Teachers thinking, teachers knowing.* Illinois: NCRE.
- Han, J. and Neuharth-Pritchett, S. (2010). *Beliefs About Classroom Practices and Teacher’s Educational Level: An Examination of Developmentally Appropriate*

- and Inappropriate Beliefs in Early Childhood Classroom*. Journal of Early Childhood Teacher Education, 31:307-321.
- Harris, J, Golinkoff, R and Hirsh-Pasek, K.(2011). *Lessons from the Crib for the Classroom: How Children Really Learn Vocabulary*. New York: The Guilford Press.
- Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday experiences of young American Children*. Baltimore: Brookes.
- Hatch, E., & Farhady, H. (1982). *Research Design and Statistics for Applied Linguistic*. Rowley Massachusetts: Newbury House Publishers, Inc.
- Hedges, H., & Cullen, J. (2005). *Subject knowledge in early childhood curriculum and pedagogy: Beliefs and practices*. Contemporary Issues in Early Childhood, 6(1).
- Hendayana, S., et al. (2006). *Lesson Study: suatu strategi untuk meningkatkan keprofesionalan pendidikan (Pengalaman IMSTEP-JICA)*. Bandung: UPI Press.
- Hernawan, A.H., & Susilana, R. (2011). *Konsep Dasar Kurikulum*. Bandung: Kurtek UPI.
- Hirsh-Pasek, K., Golinkoff, R.M., Berk, L.E., & Singer, D.G. (2009). *A mandate for playful learning in preschool: Presenting the evidence*. New York: Oxford University Press.
- Hughes, M. (1986). *Children and Number: Difficulties in Learning Mathematics*. Oxford: Basil Black.
- Hunter, Madeline. (1982). *Mastery Teaching*. El Segundo, CA: TIP Publications.
- Hurlock, Elizabeth. (1978). *Child Development*. (Translated version). Jakarta : Erlangga.
- Joram, E. and Gabriele, A. J. (1998). *Preservice teachers' prior belief: Transforming obstacles into opportunities*. Teaching and Teacher Education, 14(2), 175-192.
- Kamil, Mustofa. (2009). *Pendidikan Non-Formal: Pengembangan Melalui Pusat Kegiatan Belajar Mengajar (PKBM) di Indonesia (Sebuah Pembelajaran dari Kominkan Jepang)*. Bandung: Penerbit Alfabeta.
- Kassaian, Zohreh. (2011). *Age and Gender Effect in Phonetic Perception and Production*. Journal of Language Teaching and Research, vol.2, pp.370-376.
- Lefrancois, GH. (1982). *Psychology for Teaching*. Belmont, CA: Wadsworth Publishing Company.
- Lewis, C. (2002). *Lesson Study: A Handbook for Teacher-Led Improvement of Instruction*. Philadelphia: Research for Better Schools.
- Lewis, L.L., Kim, Y.A., & Bey, J.A. (2011). *Teaching Practices and Strategies to Involve Inner-city Parents at Home and in the School*. Teaching and Teacher Education: An International Journal of Research and Studies, 27 (1), 221-234.
- Lincon, Y.S., and E.G. Guba. (1985). *Naturalistic Inquiry*. Newbury Park, Calif.: Sage Publication.
- Linse, Caroline T. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.

- Magnuson, K.A. and Meyers, M.K. (2004). *Inequality in Preschool Education and School Readiness*. American Educational Research Journal, Spring 2004, Vol.41, No. 1, pp.115-157.
- Makmun, Syamsuddin Abin. (2005). *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya.
- Mann, S. (2005). *The language teacher's development*. Language teaching, 38.
- Mattsson, A & Burenhult-Mattsson, N. (1999). *Code-switching in second language teaching of French*. Working Papers 47: 59-72.
- McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn*. National Center for Research on Cultural Diversity and Second Language Learning: Educational Practice Report #5.
- McIlvaine, Audrey. (2001). *Teaching English To Very Young Learners*. Pearson Education Ltd, available at www.english-adventure.net
- McMillan, J.H., Schumacher, S. (2001). *Research in Education. A Conceptual Introduction*. New York: Longman.
- Merç, Ali. (2011). *Sources of Foreign Language Student Teacher Anxiety: A Qualitative Inquiry*. Turkish Online Journal of Qualitative Inquiry, 2(4)
- Moon, J. (2000). *Children Learning English*. Oxford: Macmillan Education.
- Murphey, T. (1992). *Music and Song*. Oxford, England: Oxford University Press.
- Musthafa, Bachrudin. (2008). *Teaching English to Young Learners: Principles and Techniques*. Bandung: Crest Bandung.
- Musthafa, Bachrudin. (2010). *Teaching English to Young Learners in Indonesia: Essential Requirements*. In Educationist, Vol. IV (ps. 120-125).
- National Early Childhood Specialist Team (NEST). (2007). *Language Development*. Jakarta: Depdiknas.
- Naudeau, S. et al. 2011. *Investing in young children: An early childhood development guide for policy dialogue and project preparation*. (Washington, DC, World Bank). Available at: www.wds.worldbank.org
- NICHD Early Childcare Research Network. (2000). *The Relation of Child Care to Cognitive and Language Development*. Child Development, 71, 960-980.
- NICHD Early Childcare Research Network. (2002). *Child Care Structure-Process-Outcome: Direct and Indirect Effects of Child Care quality on Young Children's Development*. Psychological Science, 13, 199-206.
- Nunan, David. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Nurlaelawati, Iyen. (2009). *Teaching English to Young Learners: Beliefs and Practices (A Case Study of the English Teachers of the Public Elementary Schools in Bandung Kulon Sub-District)*. Bandung: Unpublished Thesis of UPI.
- Olpa, Maria. (2009). *The Teaching of English Language Learning to Young Learners: A Descriptive Study of How Teachers at Three Kindergartens in Northern Part of Bandung*. Bandung: Unpublished Thesis of UPI.
- Paul, David. (2003). *Teaching English to Children in Asia*. Hong Kong: Pearson Education North Asia Limited.

- Pinter, Annamaria. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.
- Reason, P., & Bradbury, H. (2001). *Handbook of Action Research: Participative Inquiry and Practice*. London: SAGE Publications Ltd.
- Richards, J.C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. USA: Cambridge University Press.
- Rivera, Miquela. (2008). *The Impotance of Quality Early Childhood Education*. The Hispanic Outlook in Higher Education 18, 13-15
- Rostanti, Qommarria. 2012. *Mendikbud targetkan gelar PAUD untuk anak kurang mampu*. Republika Online. Available at: <http://www.republika.co.id/berita/pendidikan/>
- Savoie, M. (2010). *A Guidebook for Peer Evaluation*. Valdosta State University College of the Arts.
- Sert, Olcay (2005). *The Functions of Code Switching in ELT Classrooms*. The Internet TESL Journal, Vol. XI, No. 8, August 2005.
- Shipley, Dale. (1998). *Empowering children*. Second Edition. Canada: International Thomson Publishing.
- Shonkoff, J.P., & Phillips, D.A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- Shrestha, P. (2009). *Teacher's Anxiety*. Available at: <http://neltachoutari.wordpress.com/2009/04/01/teachers-anxiety>.
- Shulman, L. (1987). *Knowledge Teaching: Foundarions of the New Reform*. Harvard Educational Review, 57(1), 1-22.
- Slattery, M and Willis, J. (2001). *English for Primary Teachers*. Oxford: Oxford University Press.
- St.Pierre, R.G. and Rossi, P.H. (2006). *Randomize Groups, not Individuals: A Strategy for Improving Early Childhood Programs*. Vol.30 No.5, October 2006.
- Stake, R. (1988). *Case study methods in educational research: seeking sweet water*. In R.M. Jaeger (ed.), *Complementary Methods for Research in Education*. Washington, D.C.: American Educational Research Assosiation.
- Stipek, D. J., and Ryan, R. H. (1997). *Economically disadvantaged preschoolers: Ready to learn but further to go*. Developmental Psychology, 33.
- Stokić, T.V. (2012). *Techniques for Teaching Very Young Learners*. Content and Language Integrated Learning in Teaching Young Learners. University of Kragujevac: 2nd International Confrence Proceeding, 11, 75-82.
- Sudiana. (2009). *Penerapan Lesson Study berbasis sekolah untuk meningkatkan aktivitas dan hasil belajar siswa kelas X Penjualan ada mata diklat melakukan negosisasi di SMK PGRI 02 Malang*. Skripsi, Malang: Universitas Negeri Malang.
- Susilo, B. (2007). *Lesson Study sebagai alternatif proses pembelajaran kolaboratif dan kolegial yang bernilai ganda*. LPMP Nangroe Aceh Darussalam. Available at: http://lpmp-aceh.com/?content=article_detail&idb=11
- Thompson, I. (1991). *Foreign accents revisited: The English pronunciation of Russian immigrants*. Language Learning, 41, 177-204.

- Tzuo, P. (2007). *The tension between teacher control and children's freedom in a child-centred classroom: Resolving the practical dilemma through a closer look at the related theories*. *Early Childhood Education Journal*, 35(1).
- UNICEF. (2001). *Early Childhood Development*. New York: UNICEF. Available at: www.unicef.org/dprk/ecd.pdf.
- Vasilyeva, M & Waterfall, H. (2011). *Variability in Language Development: Relation to Socioeconomic Status and Environmental Input*. New York: The Guilford Press. *Handbook of Early Literacy Research*, volume 3.
- Wellman, H.M., & Gelman, S.A. (1992). *Cognitive development: Foundational theories of core domains*. *Annual Review of Psychology*, 43.
- Wells, G. (1999). *Dialogic Enquiry*. Cambridge: C.U.P
- Wilson, S. M., Shulman, L. S., & Richert, A. E. (1987). *"150 different ways" of knowing: Representations of knowledge in teaching*. London: Cassell.
- Yin, R. (1984). *Case Study Research*. Beverly Hills, Calif: Sage Publication.
- Yin, R. (1993). *Applications of case study research*. Newbury Park, California: Sage Publication.
- Yudiani, I. (2009). *Implementasi Lesson Study berbasis sekolah dalam meningkatkan profesionalisme guru multi situs SMP negeri 1 Prigen, SMP negeri 2 Grati dan SMP negeri 1 Kejayan Kabupaten Pasuruan*. Tesis, Malang: Universitas Negeri Malang.