

## TABLE OF CONTENTS

DECLARATION	
ABSTRACT	iii
ABSTRAK	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi-viii
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF ABBREVIATIONS	xi
LIST OF APPENDICES	xii
CHAPTER 1: GENERAL INTRODUCTION	1
1.1 Introduction	1-2
1.2 Background of the Research	2-3
1.3 Statement of the Problem	3-4
1.4 Conceptual Framework	4
1.5 Purpose of the Research	4-5
1.6 Significance of the Research	5-6
1.7 Limitations of the Research	6
1.8 Definition of Terms	6-9

CHAPTER 2: LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Overview of Reading Research in L1 and L2 Settings	10-11
2.3 Theories that Frame the Research	11-13
2.4 Shared Reading	13-15
2.5 Oral Reading Fluency Instruction and Assessments in English L1 and L2 Settings	16-20
CHAPTER 3: RESEARCH METHODOLOGY	21
3.1 Introduction	21
3.2 Population, Sample and Location of Research	21
3.3 Research Design	22-23
3.4 Research Instruments	23-24
3.5 Procedures for Data Collection	24-30
3.6 Validity and Reliability of Instruments	30
CHAPTER 4: DATA ANALYSIS	31
4.1 Introduction	31

4.2	Pre-Test Data Analysis	31-35
4.3	Post-Test Data Analysis	36
4.3.1	Research Findings for Research Question 1	37-41
4.3.2	Research Findings for Research Question 2	41-42
4.3.3	Findings Related to Items 1, 2 and 3 in the Questionnaire	42-43
4.3.4	Research Findings for Research Question 3	43-44
 <b>CHAPTER 5: DISCUSSION AND IMPLICATIONS</b>		 45
5.1	Introduction	45
5.2	Research Summary	45
5.3	Discussion of Research Findings and Research Conclusion	46
5.4	Implications of Research Findings	47
5.5	Recommendations for Further Research in the Future	48
 <b>REFERENCES</b>		 49-52
 <b>APPENDICES</b>		 53-109

## LIST OF FIGURES

Figure 1.1	Conceptual Framework	4
Figure 3.1	Research Design Plan	22
Figure 3.2	Procedure of Data Collection	24
Figure 4.1	Pre and Post Shared Reading Results (WCPM)	38
Figure 4.2	Pre and Post Shared Reading Results (Accuracy)	39
Figure 4.3	Pre and Post Shared Reading Results (Prosody)	40
Figure 4.4	Number of Struggling ESL Readers Who Enjoyed Shared Reading with Teacher and their Friends	41

## LIST OF TABLES

Table 4.1	Identification of Struggling Readers	31-34
Table 4.2	Post Shared Reading Results	36
Table 4.3	Findings of Items 1, 2 and 3 in the Questionnaire	42-43

## LIST OF ABBREVIATIONS

CBM	Curriculum-Based Measurement
DIBELS	Dynamic Indicator of Basic Early Literary Skills
ESL	English as a Second Language
L1	First Language
L2	Second Language
NAEP	National Assessment of Educational Progress
ORF	Oral Reading Fluency Test
RQ	Research Question
wcpm	words correct per minute

## LIST OF APPENDICES

- A. Passage 1 (The Gingerbread Man)
- B. Passage 2 (Little Red Riding Hood)
- C. Passage 3 (The Ant and The Dove)
- D. Passage 4 (Jack and the Beanstalk)
- E. Questionnaire (Sample)
- F. Consent Letter
- G. *Surat Kebenaran Menjalankan Kajian di Sekolah-Sekolah*
- H. NAEP Oral Fluency Rubric
- I. Pre-tests (Oral Reading Fluency)
- J. Post-tests (Oral Reading Fluency)
- K. Questionnaire (Data)