

ACKNOWLEDGEMENTS

I would like to express my grateful to Jesus as He is always beside me through up and down in doing this work which seems cannot be completed within the limitation of time.

My gratitude also goes to these following persons:

- 1) Connie Rasilim, S.S, B.Ed, M.Pd., the Dean of Faculty of Education, for her support to this study.
- 2) Dr. Niko Sudibjo, S.Psi., M.A., the Head of Master of Educational Technology program, for his supportive discussions.
- 3) Agus Santoso, S.Pd., M.A., Ed.D., for his consistent support and encouragement. I also appreciate his valuable discussions through online chat sessions and face-to-face meetings.
- 4) Ruth Fitavera, S. Psi., for her support during the study and her permission to conduct the research at the Kindergarten.
- 5) Kristina Purwaningtyas, S. Psi., as my lovely partner, for observing and recording the research in the English lessons.
- 6) Olyvia Wangsa M.A., Ph.D., for her critical advice on instrument designs.
- 7) Christian Bachtiar, S.S., my partner in the class from the beginning until the end of the study, for his continuous support and precious discussions.
- 8) My other Post-Grad friends in the 33A Batch and TESOL major: Dian, Diona, Inge, Mba Isti, Happy, Margaret, Indri, and Davy for their support and joyful friendship.
- 9) The research participants, for their involvement during the research.

Last but not least, I would like to show appreciation to my beloved parents, my supportive friends and my colleagues (Vinsencia, Nike, too many to mention), and students, for their support, understanding, involvement during the process of this study.

Jakarta, 28 May 2016

Yuliana Kusumaningsih



TABLE OF CONTENTS

THESIS TITLE PAGE	
ORIGINALITY STATEMENT OF THE THESIS	
THESIS SUPERVISOR’S APPROVAL	
THESIS EXAMINATION COMMITTEE	
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 Scope of the Study	5
1.4 Research Questions	6
1.5 Objectives of the Study	6
1.6 Benefits of the Study	7
1.7 Thesis Overview.....	7
CHAPTER II: LITERATURE REVIEW	9
2.1 Phonemic Awareness as Part of Phonological Awareness	9
2.1.1 Word Awareness	10
2.1.2 Syllable Awareness	10
2.1.3 Rhyme Awareness.....	11
2.1.4 Phonemic Awareness	11
2.1.4.1 Phonemic Awareness Indicators.....	12
2.1.4.2 Phonemic Awareness Assessment.....	13
2.2 Pre-reading	14
2.2.1 Pre-reading Indicators	16
2.2.2 Pre-reading Assessment	18
2.3 Shared Reading Strategy	19
2.4 Relevant Research Results	23
2.5 Conceptual Framework	26

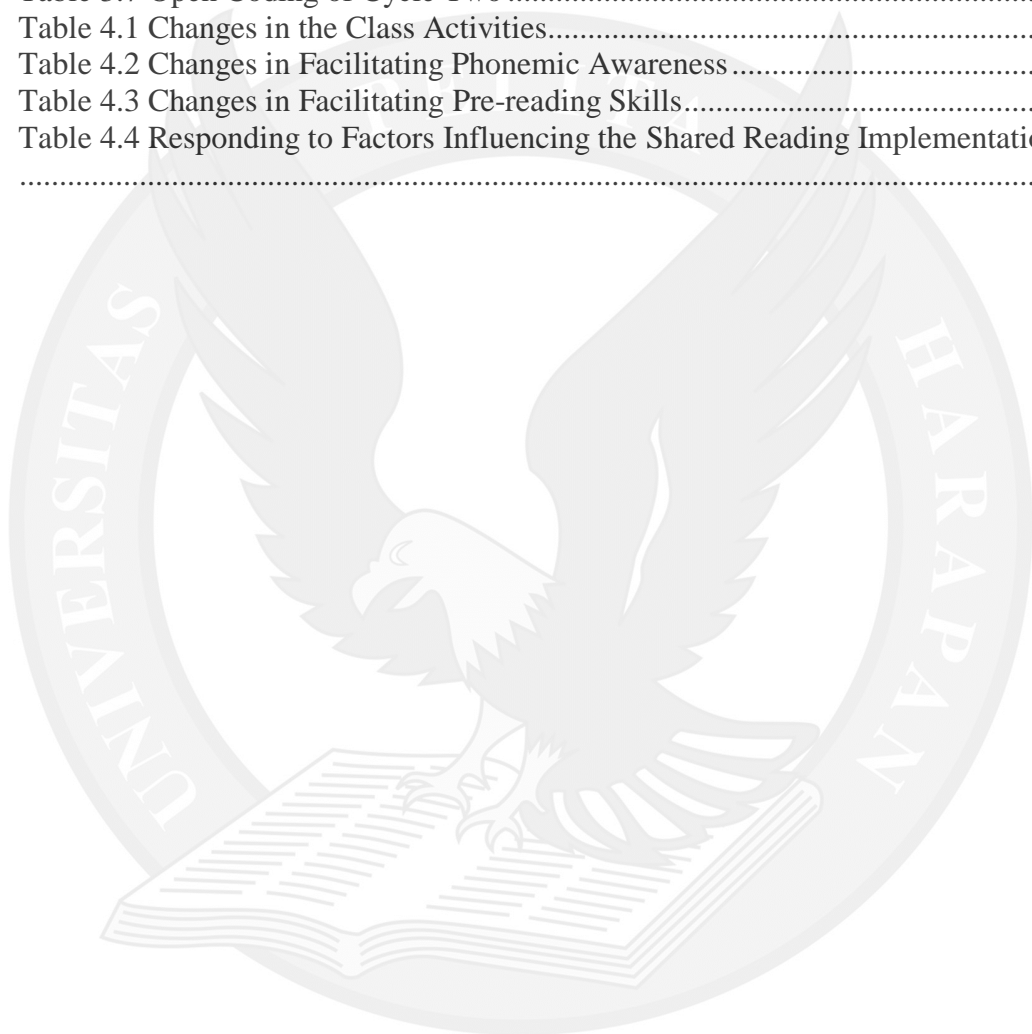
CHAPTER III: RESEARCH METHODS.....	28
3.1 Research Design.....	28
3.2 Research Setting.....	30
3.3 Research Subjects.....	34
3.4 Research Procedure.....	35
3.5 Data Collection Techniques.....	39
3.6 Data Analysis.....	43
3.6.1 Coding of Cycle One.....	44
3.6.1.1 Open Coding of Cycle One.....	45
3.6.1.2 Axial Coding of Cycle One.....	48
3.6.1.3 Selective Coding of Cycle One.....	50
3.6.2 Coding of Cycle Two.....	51
3.6.2.1 Open Coding of Cycle Two.....	52
3.6.2.2 Axial Coding of Cycle Two.....	55
3.6.2.3 Selective Coding of Cycle Two.....	57
CHAPTER IV: RESULTS AND DISCUSSIONS	59
4.1 The Implementations of the Shared Reading Strategy.....	59
4.1.1 Cycle One.....	59
4.1.2 Cycle Two.....	62
4.1.3 Changes in the Class Activities.....	65
4.2 Facilitating Phonemic Awareness.....	67
4.2.1 Cycle One.....	67
4.2.2 Cycle Two.....	69
4.2.3 Changes in Facilitating Phonemic Awareness.....	72
4.3 Facilitating Pre-reading Skills.....	74
4.3.1 Cycle One.....	74
4.3.2 Cycle Two.....	78
4.3.3 Changes in Facilitating Pre-reading Skills.....	82
4.4 Factors Influencing the Implementation of the Shared Reading Strategy.....	82
4.4.1 Cycle One.....	83
4.4.2 Cycle Two.....	85
4.4.3 Responding to Factors Influencing the Shared Reading Strategy Implementations.....	87

CHAPTER V: CONCLUSIONS.....	89
5.1 Conclusions	89
5.2 Implications of the Study	90
5.3 Suggestions	91
5.4 Limitations of the Study	92
5.5 Suggestions for Further Research	93
REFERENCES	94
APPENDICES	
BIOGRAPHY	



LIST OF TABLES

Table 3.1 Summary of Third Term Language Development Syllabus	31
Table 3.2 Learning Objectives of Third Term Language Development.....	32
Table 3.3 Research Schedule	33
Table 3.4 Students Data	35
Table 3.5 Interview Responses	41
Table 3.6 Open Coding of Cycle One.....	45
Table 3.7 Open Coding of Cycle Two	52
Table 4.1 Changes in the Class Activities.....	66
Table 4.2 Changes in Facilitating Phonemic Awareness	73
Table 4.3 Changes in Facilitating Pre-reading Skills.....	82
Table 4.4 Responding to Factors Influencing the Shared Reading Implementations	88



LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	26
Figure 3.1 The Model of Action Research Cycle	29
Figure 3.2 Axial Coding of Cycle One	48
Figure 3.3 Selective Coding of Cycle One	51
Figure 3.4 Axial Coding of Cycle Two	55
Figure 3.5 Selective Coding of Cycle Two.....	58



LIST OF APPENDICES

Appendix A Initial Class Observation Form	A1-A2
Appendix B Questionnaire for the Principal.....	B1-B3
Appendix C Classroom Observation Sheet.....	C1-C5
Appendix D Questions for the Students' Interviews	D1
Appendix E Reflection Form	E1
Appendix F Initial Class Observation Results	F1-F2
Appendix G Initial Principal Questionnaire Results.....	G1-G2
Appendix H Sample of the Class Observations	H1-H6
Appendix I Sample of the Field Notes.....	I1-I9
Appendix J Sample of the Students' Interviews	J1
Appendix K Sample of the Reflections.....	K1
Appendix L Lesson Plan of Cycle One.....	L1-L6
Appendix M Revised Lesson Plan of Cycle Two	M1-M6
Appendix N Principal's Permit Letter	N1
Appendix O Parent's Permit Letter.....	O1

