



AL-TA'LIM JOURNAL, 25 (1), 2018, (36-44)

(Print ISSN 1410-7546 Online ISSN 2355-7893)

Available online at <http://journal.tarbiyahainib.ac.id/index.php/attalim>

The Effect of Phrase-Cued Text Strategy on Students' Reading Comprehension

Received: 13th November 2017; Revised: 04th January 2018; Accepted: 28th February 2018

Permalink/DOI: <http://dx.doi.org/10.15548/jt.v25i1.348>

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Abstract: Reading is an activity to get information from the written text. However, the students still have difficulty when they read. So, to solve the students' problems, the researchers used Phrase - Cued text (PCT) strategy in teaching reading. The purpose of this research was to know the significant effect of teaching reading by using PCT at the eight grade students of SMPN 2 Harau in 2016/2017 academic year. This research was an experimental research. The population of this research was the eight grade students of SMP N 2 Harau in 2016/2017 academic year. There were seven classes of eight grade. The sample of this research chosen by using cluster sampling. The experimental class was VIII.6 had been taught by using PCT and the control class was VIII. 7 had been taught by using conventional strategy. The instrument of this research was reading test in multiple choice form. It was valid because the students have learnt the material and had been stated in syllabus and based on curriculum. Then, the instrument was reliable because the coefficient of reliability of split half was 0.78. The researchers analyzed the data by using t-test suggested by Gay et Al. The result of the data analysis was $t_{\text{calculated}} (3.97) > t_{\text{table}} (2.042)$ where the level of significant was 0.05 with degree freedom was 38. H_0 was rejected and H_1 was accepted. So, it can be concluded that there was significant effect of teaching reading by using PCT strategy at the eight grade students of SMP N 2 Harau. So, it is suggested for English teacher to use this PCT strategy in reading lesson.

Keywords: Teaching reading; PCT (Phrase-Cued Text) Strategy; reading comprehension

How to Cite: Ridianto, R., Desfiyenti, D., & Hasibuan, D. (2018). The Effect of phrase-cued text strategy on students' reading comprehension. *Al-Ta Lim Journal*, 25(1). doi:<http://dx.doi.org/10.15548/jt.v25i1.348>

INTRODUCTION

Reading is an activity that read the written text to get some information's from that text (Alicia, 2017; Duke & Pearson, 2009; Gee, 2001; Hayes, 2000; Smith, 2004). By mastering reading skill, students can develop their ability in reading text, and also can get information from the text that they had been read. Despite that, the students will

be able in another skill like speaking and writing. It is because they have so many vocabularies and good pronounces. So that, reading is one of the important skills that should be taught to the students in the school (Satriyani, Moerdibjon, & Prayogo, 2016; Yusuf, Fajrina, & Sari, 2016).

Teaching reading is a process that related to transfer information from the

teacher to the students to increase the student's ability and comprehension in reading text (Hudson, 2007; Irwin, 2007; Sweet & Snow, 2003). The teacher should give the good way to make the students interested in reading. For example the teacher should use the strategy to attract the students in reading. Teaching reading should be applied by the teacher by using interesting strategy, because from teaching reading, the students can improve their ability in reading some texts.

In fact, the researcher had found some problems in reading when she practiced teaching in SMP N 2 Harau. First, it is from the students. They do not understand the meaning of the text and do not know how to get the meaning of that text. The students also do not interest in reading it is because they lack of vocabulary and grammar. Second, the problem is from the teachers. The teachers still do not have good strategy in teaching reading. The teacher still do not use the interesting strategy in teaching reading, and also the classroom management still low when they teach. If the teacher uses interesting strategy, the students automatically will be interest in learning reading. The students will have some motivations in reading.

Based on the explanation above, the researcher was interested in conducting research entitled "Teaching Reading by using *PCT* (Phrase-Cued Text) Strategy at the Eight Grade students of SMP N 2 Harau in 2016/2017 academic year".

There are some definitions of teaching reading by experts below. Teaching reading is an activity that doing by the teacher to improve the reading comprehension of the students in the classroom, not only the comprehension but also to make the students understand about the text that have been read. Linse & Nunan (2005) says that teaching reading is how to derive meaning as well as analyze and synthesize what they have read is an essential part of a reading process. It means teaching reading is to make the students understand get some meanings from

the text (Afflerbach, Pearson, & Paris, 2008; Birsh, 2011; Cowan, 2004)

Then, according to Linse & Nunan, 2005; Nunan (2006) teaching reading usually has at least two aspects. First, it can be refers to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means there are two aspects in teaching reading; it is how to teach the students in the first time of teaching and how the students applied their ability in reading.

In addition, Hişmanoğlu, (2005) there are many reason why getting students to read English texts is an important part of the teacher's job. So, teaching reading is useful for other purpose too any exposure to English (provide students understand it more or less) is a good thing for language students. It means, teaching reading must make the students understand about the text and make them easier in learning reading.

Based on the explanation of the experts above, it can be concluded that teaching reading is the way the teacher teach the reading skill use some strategies to make the students get the meaning, understand, etc about what they learn.

The definition of *PCT* (Phrase-Cued Text) Strategy by some experts, according to T. V. Rasinski (1994) states, a phrased-Cued text is a written passage that is divided according to natural pauses that occur in and between sentence. It can be mentioned that this strategy is a text written to make the pauses between two words. Then, Levasseur, Macaruso, Palumbo, & Shankweiler (2006); T. V. Rasinski (1994) define A phrase-cued text as a written passage in which intrasentential phrase boundaries are explicitly marked or cued for the reader. It can be conclude that phrase-cued text is a passage that had been marked as phrase in reading.

Next, Meteyard, Bruce, Edmundson, & Ayre (2010) mention that phrase-cued text

is an effective tool for helping students to read with appropriate phrasing and intonation. It means that Phrased-cued text is a helpful way to read the text with a good intonation. Furthermore, Cardullo, Zygouris-Coe, Wilson, Craanen, & Stafford (2012); Stahl & Kuhn (2002) state that Phrased-Cued Text assists to develop students with both their fluency, and comprehension by focusing on one of the key areas of prosody known as juncture, or appropriate text phrasing. It means that Phrased-Cued Text is an activity to help the students reading ability in understanding the text in phrasing the text. Next, Klare, Nichols, and Shuford (1957) and North and Jenkins (1951) in Rasinski (1990:10) said that cued in the text the reader may more easily apprehend the text in the thought units (phrases) that are necessary for fluent reading and comprehension. It means Phrased-Cued Text makes the reader easier in understanding the text by phrasing the words in the comprehension (Miller, 2010). Based on the opinions of experts above, it can be concluded that by using Phrased-Cued Text requires the students reading fluency of the text, understanding and can develop the meaning of the text by phrasing the words.

The Procedures of PCT (Phrase-Cued Text) Strategy in teaching reading can be seen as below. There are some experts suggest the *PCT* (Phrase-Cued Text) Strategy. According to (J. L. Johnson, 2006) the procedures of Phrase-Cued Text are:

1. Teachers give each student a copy of the Phrase-Cued Text.
2. Teachers read the text to the students with expression emphasizing the phrases.
3. Teachers have students follow the text by tracking under the text with their dominant hands. Tracking is important because it addresses auditory and visual pacing problems.
4. Teachers read the text at a normal pace with expression and have students continue tracking under the text with their dominant hands.
5. Students read the text with partner or teachers.

6. Teachers discuss the meaning of the text and then assess the phrase-cued text reading by observing students' oral reading and their discussion and answers to questions about the text.

After That, Johnson, Smith, & Harris, (2009); Wright, (2010) stated the steps of Phrase-Cued Text, as follows:

Preparation

First, select a short passage (100-250 words). Then, mark the sentence boundaries of the passage with double slashes (/). If the students hear a pause or phrase breaks mark the each of these phrase breaks with a single slash (/).

Intervention Steps

1. Introduce phrase-cued texts to the student.
Show the student a prepared passage with phrase-cue marks inserted. Point out how double-slash marks signal visually to the reader the longer pauses at sentence boundaries and single slash marks signal the shorter phrase pauses within sentences.
2. Follow the phrase-cued text reading sequence:
 - a) The tutor reads the phrase-cued passage aloud once as a model, while the student follows along silently.
 - b) The student reads the phrase-cued passage aloud 2-3 times. The tutor provides ongoing feedback about the student reading, noting the student's observance of phrase breaks. Tutor and student can also briefly discuss the content of the passage during intervals between re-readings.
 - c) The session concludes with the student reading aloud a copy of the passage *without* phrase-cue marks. The tutor provides feedback about the student's success in recognizing the natural phrase breaks in the student's final read-aloud.

Next, Blevins (2001) states the steps of the *PCT* (Phrase-Cued Text) Strategy as below:

DAY 1

First, Select, copy, and distribute a marked text passage (100–250 words) written at the reading level of a group of students. Then, explain the format, and tell students that good phrasing will improve their comprehension.

The second, Model reading the marked text aloud as students use their copies to follow along silently. Do these two or three times. Invite students to comment on what they observed about your phrasing and expression. Next, have students use the marked text to read aloud chorally.

DAY 2

1. Repeat the steps in day 1
2. Have students chorally read aloud from copies of their marked text two or three times. Encourage students to comment on their reading and give them your feedback. Also discuss the content of the passage.
3. Have students practice reading aloud the marked text in pairs or small groups. Encourage them to exchange constructive feedback.

DAY 3

1. Have students use the marked text to read aloud chorally.
2. Follow up by having students practice reading aloud in pairs or small groups.
3. You may wish to have students tape-record themselves, so they can assess their own reading.
4. Encourage students to find opportunities during the day to practice reading their marked text.

DAY 4

1. Distribute the unmarked version of the text.
2. Ask each student to read aloud the passage without the phrases marked. Give each student feedback on his or her reading.
3. Have students practice reading the unmarked text in pairs. They may also

tape record themselves and compare their various readings.

DAY 5

1. Meet with each student individually. Ask him or her to read the unmarked version of the text. Note phrasing, appropriate pauses, expression, and reading rate. Give the student positive feedback.
2. Encourage students to take the passage home and read it to an adult.

Furthermore, Rasinski, Yildirim, & Nageldinger (2011) also states the steps of *PCT* strategy as follows:

1. Find a short passage (100 to 250 words) written at the student's instructional or independent reading level.
2. Run a copy of the passage.
3. With a pencil, lightly mark phrase breaks (naturally occurring pause points) within sentences with a slash mark (/). You may wish to mark sentence boundaries and other major boundaries within sentences with double slashes (/). Ask a colleague to check your work to make sure you didn't leave out any important phrase breaks.
4. Explain the passage format to the student. Emphasize the importance of reading in phrases in order to comprehend efficiently.
5. The teacher should model reading the phrased text as the student follows along silently.
6. Ask the student to read the text two or three times. Observe for any differences in reading. Ask how he or she liked reading the formatted passage. (Many students at first feel that the phrased text is difficult to read. With practice, however, most students become comfortable with it.) Discuss the student's reading and the content of the passage.
7. Finally, return to the original version of the passage and ask the student to read the same passage without the phrase marks. Observe the student's reading and ask the student if he or she was better able to read the passage.

In addition, Cardullo et al., (2012); Stahl & Kuhn (2002) state the steps too as follows :

1. Make a copy of the text and prepare it with the phrase marks/slash marks and give each student a copy of the phrase-cued text.
2. Remind students of the importance of reading with prosody and phrasing, instead of reading word-by-word.
3. Explain the phrasing marks to students.
4. Read the text orally to the students.
5. Next, read the text orally with the students, emphasizing the phrases. Students read the text orally with a partner.
6. Discuss the students' reading of the text for the purpose of assessing their comprehension.
7. Discuss the content of the text.
8. On the following class session, provide students with a copy of the original text without the phrase marks and have students practice reading the text.

Based on the opinions of experts above, it can be concluded that by using the Phrased-Cued Text guides the students to start reading based on the procedures. Because some of the opinion of the expert there is no reading activity, and to make the PCT strategy easier to apply for the students, the researcher combined the steps based on the opinion of the experts above as follows:

1. Teacher explains about the PCT strategy to the students.
2. The teacher gives a short passage (marked passage) to the students (the passage is 100-250 words) and
3. The teacher read the passage first and the students can follow the teacher's expression in silent way.
4. After the teacher read the passage. The teacher gives the students the same passage but without marked passage. Then teacher will read the passage. Before that, the teacher asks the students to give one slash (/) if they hear a little pauses (not too long) between the phrases and two slashes (//) if they hear long pauses like point breaks and

between the sentences. It will mark on the passage with pencil.

5. After that, teacher asks the students to read the text imitated teacher read before for two or three times.
6. Discuss the content of the passage. Such as the meaning of the text, the generic structure, the purpose of the text, and the language features of the text.
7. Finally, the students answer the question about the passage

METHOD

The design of this research was experimental research. According to Christensen (2004); Lorraine R. Gay, Mills, & Airasian (2011) experimental research is the only type of research that can text hypothesis to establish cause-effect relation. In this research, the researcher used pos-test only control class design. According to Gay & Airasian (2000) posttest group design is the same as the pretest-posttest control group design except there is no pretest, participants are randomly assigned to at least two groups, exposed to the different treatments and posttest.

The population of this research was the eighth grade students of SMP N 2 Harau in 2016/2017 academic year. There were seven classes of Eight Grade, So, the researcher used Barlett test that formulate by Sudjana & Awalkusumah (1992) by using Chi statistic as follow :

$$X^2 = (\ln 10) \{B - \sum (n_i - 1) \log s_i^2\}$$

The sample of this research was taken by using cluster sampling. Lorraine R. Gay et al. (2011) in cluster sampling, interact groups, not individuals are randomly selected. In choosing the sample, the researcher wrote the name of each class in a piece of paper. Next, the paper rolled and put into glass then mixed it. The researcher took two rolls without seeing the paper. To choose the class that used to be experimental and control class, the researcher used the coin. The coin flipped, the "Rp. 1000" picture was as experimental class

and the “Angklung” picture was as control class.

The researcher used the reading test as the instrument. It was in multiple choice forms with 30 items in 45 minutes for posttest. A good instrument had validity and reliability. According to Lorraine R. Gay et al. (2011) stated that validity is specific to interpretation being made and to the group being tested. Also Gay et al added that content validity is the degree to which a test measures and intended content area. So this test was valid, because the material had been learnt before and it stated in syllabus and curriculum that used by the school. According to Gay & Airasian (2000) reliability is the degree to which a test consistently measures whatever it is measuring. The split-half used to check reliability of this research that suggested by Sudjana (2005) as follow:

$$r_{11} = \frac{2r_{\frac{11}{22}}}{(1 + r_{\frac{11}{22}})}$$

To know the coefficient of $r_{\frac{11}{22}}$, it used the formula as below:

$$r_{\frac{11}{22}} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

In collecting the data, the researcher gave the students a reading test the in multiple choice form. There were 30 items for 45 minutes. The researcher distributed the paper first to the students, and then the researcher explained how to answer the questions. While the students doing their test, the researcher monitored them. Next, after the students have done their test, the researcher collected the student’s answers to analyze the students’ scores. Finally, the students score used as the data. Before analyzing the data, the researcher did normality test, and t-test. Normality test used to determine if a data set is well-modeled by a normal distribution. The researcher used normality test Liliefors suggested by Santoso (2010).

The researcher had found the result of Normality Test. For experimental class Lmax was 0.144 and L tabel was 0.200, it means that $L_{max} = 0.1443 < L_{tabel} 0.200$. So, H_0 was Normal. And for control class L Max was 0.075 and L Table was 0.200. It can concluded that $L_{Max} 0.075 < L_{Table} 0.200$. So, H_0 was normal. After the researcher getting the data, the researcher analyzed the data by using formula that suggested by (Sudijono, 2005):

$$P = \frac{\text{RawScore}}{\text{maximumscore}} \times 100$$

Then, the researcher used the t-test formula that suggested by (Gay & Airasian, 2000):

$$t = \frac{X_1 - X_2}{\sqrt{(\frac{ss_1 + ss_2}{n_1 + n_2 - 2})(\frac{1}{n_1} + \frac{1}{n_2})}}$$

$$L = F(k/n) - F(Z_i)$$

RESULT AND DISCUSSION

The researcher used two classes as the sample of the study, an experiment class (VIII₆) which taught by using PCT strategy and a control class (VIII₇) which taught without PCT strategy or in conventional way. There were 20 students in an experimental class and also 20 students in control class. Both of the classes were taught by the same material curriculum and time allocation. The calculation results of the students’ score in both of groups were presented in the table below:

Table 1. The result of the students’ score in experimental and control groups

No	Result of the Research	Teaching Reading	
		Experimental Class	Control Class
1.	Total Score	1423.6	1206.8
2.	Mean (\bar{x})	79.09	67.04
3.	$\sum X^2$	2026636.96	1456366.24
4.	Sum of Square (ss)	705.52	2709.43
5.	Size of Sample (n)	18	18

Degree of freedom (df)= 18+18-2=34

$t_{\text{calculated}} = 3.62$

$t_{\text{table}} = 2.042$

After doing the research eight meetings for each class, the researcher found that alternative hypothesis in this research was accepted. It means that H_1 was accepted. It was comparing $t_{\text{calculated}}$ (3.62) and t_{table} (2.042). So, it can be explained that teaching reading by using PCT (*Phrase-Cued Text*) Strategy at the eighth grade students of SMPN 2 Kec. Harau in 2016/2017 academic year was effective, because this strategy could make the students could understand about what they read and more have interested in classroom than using conventional strategy in the control class.

The students in experimental class were more enthusiastic when they were asked to read the text loudly. This activity can encourage the student's motivation in reading text and to get the information from the text. According to Gardner (2014) said that similar to the responses given by the first participant, Mast also felt that the reading aloud carried out did help her in understanding the text. In the interview session, she did mention that reading aloud was useful and easy to follow. As Blevins, (2001); Rasinski et al., (2011) Phrase-Cued Text assist developing and struggling students with both their fluency, and comprehension by focusing on one of the key areas of prosody known as juncture, or appropriate text phrasing PCT strategy. Strategy teaches students how to guides them to understand about the text they are reading and encourage the student's comprehension and to answer the question about the text.

Furthermore, when the students in experimental asked to give the slashes on the text, they were enjoyed and motivated in doing this activity because it was interesting for them. As stated by Colpaert, (2004); Williams (2010) at the very least, some of language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. And He also stated Good teachers integrate the reading text into interesting class sequence, using the topic for

discussion and further tasks, using the language for study and later activation.

Furthermore, Clark & Coan (2007); Medina (2007) stated that students should know that text contains information that is highly interesting and motivating. Expose students to interesting, engaging texts as often as possible. Based on the explanation above, the researcher concluded that there was a significant effect of teaching reading by using PCT (*Phrase-Cued Text*). Strategy at the eighth grade students of SMPN 2Kec. Harau in 2016/2017 academic year. he PCT (*Phrase-Cued Text*)strategy make the students more understand about the text and the question that related to the text. Because when the teachers read the text first, the students were listening carefully and they were giving the slashes in the text, then they were asked to read the text loudly, after that they were asked to answer the question that related to the text given.

CONCLUSION AND RECOMMENDATION

After doing the research eight meetings for each class, the researcher found that alternative hypothesis in this research was accepted. It means that H_1 was accepted. It was comparing $t_{\text{calculated}}$ (3.62) and t_{table} (2.042). So, it can be explained that teaching reading by using PCT strategy at the eighth grade students of SMPN 2 Harau in 2016/2017 academic year was effective, because this strategy could make the students could understand about what they read and more have interested in classroom than using conventional strategy in the control class.

After the researcher conducting the research, there were some suggestions, as follow:

1. For English Teachers

For English teachers can use this strategy to teach reading. By using this strategy, English teacher can direct the students to improve their ability in reading and also to improve for another skill.

2. For the Students

By using this strategy in reading skill, the students can develop their comprehension in understand the text that they read by focusing the important point of the text. Also this strategy hope can increase the students' activity in learning process in English.

3. For the Next Researches

This research also hopefully gives motivation for the next researcher to open up their mind to do the research about this topic or related to this topic, especially in reading to increase student's reading comprehension.

Researchers give the recommendation to others stakeholders to study and apply PCT strategy in teaching and learning process on Junior High School level. Then, stakeholders should make curriculum and syllabus related this strategy that can be applied by English teacher. In other words, the teachers should use and apply the Phrase Cued Text strategy in teaching and learning process.

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