

# Alsuna

---

## Journal of Arabic and Language

The focus and scope are to provide readers with a better understanding of Arabic and English Language present developments through the publication of articles. This journal includes research articles and brief communications, including:

Teaching Arabic-English as a Foreign Language.

Media Teaching Arabic and English.

Teaching Strategies of Arabic and English.

Technology Teaching Arabic and English.

Second Arabic-English Acquisition.

Arabic-English Modern Standard.

Linguistics, Literature, and History of Arabic-English.

Philosophy of Language.

The Language of The Holy Quran.

# Alsuna



---

Journal of Arabic and English Language

Vol. 4, no.1, 2021

---

## EDITOR-IN-CHIEF

*Ammar Zainuddin*

## INTERNATIONAL EDITORIAL BOARD

*Yuli Ani Setyo Dewi*

*Saidna Zulfiqar Bin-Tahir*

*Eka Rizki Amalia*

*Azkie Muharom Albantani*

*Aliy Abdulwahid Adebisi*

*Najlaa Aly Matari*

*Nur Aeni*

*Nabila Boucharif*

*Bello Muhammad*

## MANUSCRIPT EDITOR

*Hasyim Asy'ari*

*Nurul Azizah Ria Kusriani*

*Muhammad Mujtaba Mitra Zuana*

*Eva Lathifah Fauzia*

*Muqimah Liwais Sunnah*

*Mardhiana Jamal*

## LAYOUT EDITOR

*Nafi'ul Huda*

## **Editorial Office:**

*Alsuna: Journal of Arabic and English language,*

*Gedung A Fak. Tarbiyah Lantai I,*

*Rumah Jurnal Institut Pesantren KH. Abdul Chalim*

*Jl. Raya Bendunganjati No 17,*

*Pacet, Mojokerto, Jawa Timur.*

*Phone: +62 321 6855722*

*E-mail: [jurnal.alsuna@gmail.com](mailto:jurnal.alsuna@gmail.com)*

*Website: <https://e-journal.ikhac.ac.id/index.php/alsuna>*

## Reviewers Acknowledgement

The editors of *Alsuna: Journal of Arabic and English Language* gratefully acknowledge and appreciate the effort and generosity of our reviewers. The following people have contributed their time and expertise to provide constructive evaluation and feedback on reviewing our manuscripts.

Irene Rosalina

*Universitas Negeri Surabaya*

Cahya Edi Setyawan

*STAI Masjid Syuhada Yogyakarta*

Ade Destri Deviana

*STIQ Amuntai*

Muhammad Mujtaba Mitra Zuana

*Institut Pesantren KH. Abdul Chalim*

Lismay Leli

*IAIN Bukittinggi*

Rina Rachmawati

*IKIP Widya Darma*

Nahdliyyatul Azimah

*Institut Pesantren KH. Abdul Chalim*

Endang Munawar

*STIDA Muhammadiyah*

Niswatin Nurul Hidayati

*IAI Al Hikmah Tuban*

Ammar Zainuddin

*Institut Pesantren KH. Abdul Chalim*

# The Implementation of Double Brain Power Strategy to Increase Expository Reading Comprehension

## Alsuna: Journal of Arabic and English Language

### Abstract

**Purpose** - This research aimed to know how much the influence of the Double Brain Power Strategy to improve the reading comprehension of exposition text students.

**Design/methodology/approach** - This study used a quantitative method by using a pre-experimental design. This research used a pre-experimental design which was the researchers only apply one class as the sample to consecrate pre-test, treatment of behaviour towards and post-test. The researchers also used 1 group pre-test until post-test group design to calculate students' reading before and after treatment.

**Findings** - Double Brain Power strategy increased students' reading comprehension and gave an upgrade to the students in learning reading mastery.

**Originality/value** - Comprehension is the important part when reading to get meaning and information from the texts.

**Paper type** – Research paper

### Muhamad Sofian Hadi

Universitas Muhammadiyah Jakarta

✉ [m\\_sofianhadi@yahoo.com](mailto:m_sofianhadi@yahoo.com)

### Aswir

Universitas Muhammadiyah Jakarta

✉ [aswir@umj.ac.id](mailto:aswir@umj.ac.id)

### Syahr Banu

Universitas Muhammadiyah Jakarta

✉ [banubsa99@gmail.com](mailto:banubsa99@gmail.com)

### Keywords:

Double Brain Power Strategy  
Reading Comprehension  
Expository Text

### Article Information:

Submitted: 03 March, 2021

Accepted: 31 May, 2021

Approved: 15 June, 2021

### How to Cite

Hadi, Muhamad, Aswir, and Syahr Banu. 2021. "The Implementation of Double Brain Power Strategy to Increase Expository Reading Comprehension". *Alsuna: Journal of Arabic and English Language* 4 (1). <https://doi.org/10.31538/alsuna.v4i1.1316>.

## Introduction

Reading is an active and interactive process (Ulfiati 2018), which required the readers builds a representation of a text using appropriate strategies (Shea and Cetrano 2017). Appropriate reading strategies are used as important skills that have accepted the special main on proficiency reading comprehension of students (Wong et al. 2020).

Besides that, reading is not an easy cognitive process as it includes the exercise eyeball and brain most to get information or message from the text so that to make sure the pupils

be able-bodied to scan efficaciously, expeditiously, and correctly (Ismail, Syahrurah, and Basuki 2017). Reading makes sense because they are so numerous that they exceed any individual's capacity for close reading (Worsley 2018). So, teachers must prepare and plan good materials and a good strategy for reading class before they start to bring materials to the English reading class for students more comprehend every text teacher brought (Mazzoli Smith 2021).

Throughout the learning process, many students feel difficult to comprehend the English text (Sataloff, Johns, and Kost, n.d.). Therefore, school teachers should learn the ability of students when compass reading a text to enrich their awareness. The students can comprehend a reading text when they are able-bodied to get the contents, idea, and detailed information (Ahmadi 2017). They besides make sure deduction and on what they birth already scan in their text (Baird, Evans, and Greenhill 2021). About this, however, comprehending a reading text is not an easy activity. Students not only "read" but also do ether activities unconsciously, such as thinking, interacting, speaking, listening, and writing (Wong et al. 2020).

In the learning and cognitive teaching process, four skills are identified as important; there are speaking, listening, writing, and reading (Leong and Ahmadi 2017). Reading skill is placed in the second stage due to reading is decisive to the success of any academic and it is essential for successful education in and out of school (Andini and Ratmanida 2019). The difficulties in reading can be seen through students' comprehension, like understanding new words, summarizing, and getting the idea from the texts (Le, Janssen, and Wubbels 2018).

The reason why the researchers will conduct this research because based on our experienced when we were in senior high school we felt that our reading comprehension was very low. Especially, in expository text. Besides that, we felt that our teacher not brought the material with a good strategy to make it easy for the students to comprehend a text.

Besides that, based on the observation conduct by the researchers at SMAN 1 Darangdan the researchers found it for many students difficult on reading exposition text. The students difficult when they have to face reading exposition text. They have felt hard to determine facts, figures, names, and dates. Another factor, their teacher just concentrated on the topics and materials from the book without preparing a good strategy for teaching in the class.

The teacher cannot use and implement the appropriate strategy which makes the students have few chances and fewer actions. Many students only read the material without knowing what they have read, as a result they had difficulty determining the facts, opinions, figures, names, and dates. The fact thither is several calm students discombobulate to understand a text because exposition text is a text with series of sentences that aim to explain an idea from one point of view to the reader. So, because of that reason, many students felt difficult to comprehend exposition text.

Students need to find better strategy that suits their style in learning (Leli 2020). In teaching process, strategies are needed so that students are more interested in the learning process (Hidayati 2020). So, to solve the problem, the researchers came up with decided the idea of applying a good strategy for teaching reading. This strategy is used to make students able to understand the text by using the Double Brain Power Strategy.

The double brain power strategy is an expectation of becoming more intelligent, able to think faster, remember better, read faster, and understand new things quickly (Carhart-Harris and Nutt 2017). By applying the findings and views a new scientific view in the student's mind. This strategy can make the students easier to comprehend a text by remembering facts, opinions, figures, names, and dates. Double brainpower can make it easier when we recall the conversation or understand complicated material. This strategy can increase our memory by using all of our brains (Berggren et al. 2020).

A step by step to do that and double the brainpower. Only with a little more use of mental capacities that students usually regard as trivial (Most, Kennedy, and Petras 2017), will be able to develop the skill for mastering skills that the new job immediately, becomes an expert in any field, collect all they want to know from the overlap stacks of documents in just a few minutes to read more intelligent, given the word by word all the important statements contained in an article, read the report detailed report in just a few minutes, finding false a piece of information and hidden error that premises immediately, evaluate the information and apply it in practice immediately (MacLean, Bullock, and Giesbrecht 2019).

There are two techniques and six strategies in the Double Brain Power Strategy (daniel Y. wang, Douglas B. johnson 2017). Technique First, Drive issued a natural mind of the body, to test the students' brainpower multiplier will feel the amazing potential of these brain multipliers. Here are the sixth strategy is to maximize the ability of the brain by using the invention recent scientific discoveries regarding the body and mental efficiency: Mental acuity, Problem-solving and inspiration, Exercise overall mental function, Short-term memory, Long-term memory, and Recalling the facts and figures significant. Technique Second, Scientific techniques that improve mental ability, Scientific investigation of the brain has provided astonishing results. New ways to issue and focusing the ability of the out brain have been created. This is not to attract attention in every field of biology and psychology research. For the average person, the implication of this finding is not counted, if the terms of the utilization of new scientific mind applied correctly, this can help them multiply their brain is able even to three-fold. By applying these breakthrough discoveries, it for us to massively multiply our ability to learn, ability to memory, ability to read, ability to listen, and ability to think.

But science has methods that have not been revealed who will make all of them. For example, research shows that within one hour, 60% of everything learned will be forgotten,

and in a month that we forget to reach 80% of the formula that will they learn to use a natural learning cycle that allows, unfortunately, still can maintain all everything they need to remember up to 90% for years. Another example most of us have been taught the habit of reading is not good, but the premises using a double approach of brainpower can double their reading speed by reading more intelligent, read well, think well, and carefully reading the text without using any speed techniques if the speed reading methods they have learned would be reading speed. The six strategies are: Mental acuity, Problem solving and inspiration, Exercise overall mental function, Short term memory, Long term memory, Recalling the facts and figures, significant

So, based on the background above, then the researchers were attracted to investigate the teaching of reading students comprehension through double brain power strategy with the question Is there any significant improvement for comprehension reading of students in exposition text taught by using Double Brain Power Strategy?

### **State of The Arts and Distinguish**

(Le, Janssen, and Wubbels 2018) explained, that double brain power strategy had many advantages for learning process. They also said that the double brain power strategy can make the students easier to comprehend material in learning process but should using long process. But, in this research, the researchers focused on short, simple, and more specific text and the topics were varied in terms age group because this research aimed to investigate how double brain power strategy works with more complicated text topics of expository genre.

Related to the mentioned background, the research problem on this research was “is there any significance improvement on the students reading comprehension in reading exposition text taught by using double brain power strategy?” This research was conducted

to conclude and analyze the double brain power strategy in teaching exposition text for 11 grade of senior high school.

---

Page | 115 **Method**

The method that was used in this research was the quantitative method by using a pre-experimental design. Quantitative research was an adjustment distributes by quantifying and analyzing variables to get a result (Apuke, 2017). It involved the utilization and analysis of numerical facts victimization particular statistical technics to reply dubiousness care who, how much, what, where, how many, and how. One of the designs from the quantitative method was a pre-experimental design. This design was advised as near simplest and basic amongst each search designing. The suffix 'experimental' affirms to the actuality that the experimenter manages a main varying to see its impact upon a dependent variable. Nevertheless, the prefix 'pre' affirms the fact these designs betray to accommodate a controlled grouping (Sung et al., 2019).

The reason why the researchers conducted a quantitative method using pre-experimental design because the researchers like to use static numerical data to analyze students' outcomes. Besides that, the quantitative method was used to specify there was and significant impact of the double brain power strategy after the application in the class. This research used a pre-experimental design which was the writer only apply one class as the sample to consecrate pre-test, treatment of behavior towards, and post-test. The researchers also used 1 group pretest until posttest group design to calculate students' reading before and after treatment.

The pretest was given to students to get out the reading of students' achievement in analytical exposition text before treatment. After that, treatment of reading comprehension by using a double brain power strategy was given to students. Posttest was given to get out

comprehension of reading students achievements after treatment. The researchers victimized pre-test and post-test to gather the data of the students' recital inclusion and to investigate the impact of the method that the writer applied.

Page | 116

Pretest is a form of questions given before the lesson/material has been submitted. The pretest is conducted by the researchers before the treatment to measure students reading achievement. It will consist of 10 multiple choice questions.

Question	Content	Score
1, 2, 3, 4, 5, 6, 7.	Pollution	10 point / question
8, 9, 10.	Global Warming	10 point / question
<b>10 questions</b>		<b>100 points</b>

*Table 1: The structure of the pretest*

Post-test is a test conducted after implementing of double brainpower plan in recital analytic exhibition text. In this research, the post-test was an evaluation to calculate how effective students' reading after using the double brain power strategy. It will consist of 20 multiple-choice questions.

Question	Content	Score
1, 2, 3, 4, 5, 6, 7.	Cigarette	5 point / question
8, 9, 10, 11, 12, 13.	Education	5 point / question
14, 15, 16.	Government	5 point / question
17, 18, 19, 20.	Agriculture	5 point / question
<b>20 questions</b>		<b>100 points</b>

*Table 2: The structure of posttest*

## Findings and Discussion

The researchers finished researching the implementation of the Double Brain Power Strategy to increase expository reading comprehension. The researchers conducted this

research by teaching a class of 11th grade MIPA-1 students in SMAN 1 Darangdan. The total number of students who participated in this research was 25 students.

As the previous explanation, the researchers used a test in collecting the data from students which is the data beingness as a sample of the search. The researchers used pre-test before doing the treatments and used post-test after giving the treatments. In the process of implementation pre-test for the first and post-test for final research, students were asked to answer the reading comprehension on exposition questions in multiple choices individually.

Based on calculated, there was a significant difference between students' pre-test and post-test. The pre-test mean score of the students was 52 with the lowest score 00 and 90 was the highest score. It could be seen that there was a significant difference between students' pre-test and post-test. The post-test mean score of the students was 80.4 with the lowest score 65 and 100 was the highest score.

Classification of Reading Comprehension Level	Total Number of Students	Total Number of the Students in Percentage
Excellent	1	4%
Good	1	4%
Enough	6	24%
Poor	14	56%
Very Poor	3	12%

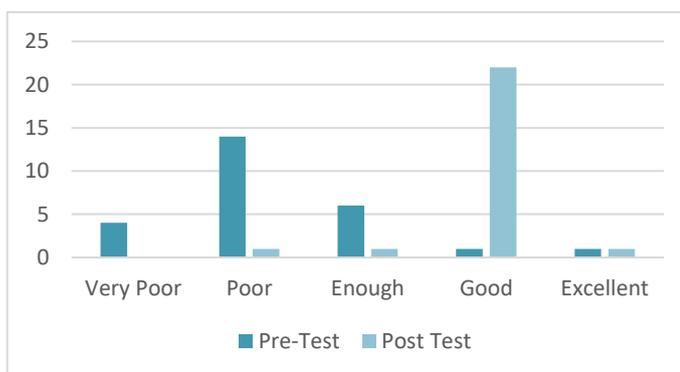
*Table 3: Pre-test reading comprehension class students' result*

From the table, pre-test result in the class experimental could be described: there were 3 students got very poor (12%), 14 students were poor (56%), 6 students were enough (24%), 1 student was good (4%), and 1 student was excellent (4%).

Classification of Reading Comprehension Level	Total Number of Students	Total Number of the Students in Percentage
Excellent	1	4%
Good	22	88%
Enough	1	4%
Poor	1	4%
Very Poor	0	0%

*Table 4: Post-test reading comprehension class students' result*

From the table, post-test result in the class of experimental could be described: there were not students got very poor, 1 student was poor (4%), 1 student was enough (4%), 22 students were good (88%), and 1 student was excellent (4%).



*Figure 1: Result change pre-test and post-test*

In this part, the researchers presented the discussion about the data analysis on the research that has been presented in the findings part. In this case, the researchers divided discussion about data analysis, which was intended to find out the influence of the Double Brain Power Strategy to comprehend a text by students, it could be identified through the result of pre-test and post-test experiment class and control class.

Based on the analysed from the students' post-test control, the mean score was 80,4. It indicated that after was given a treatment by using the Double Brain Power Strategy, the

students had better achievements in comprehend a text, and the researchers had knowledge in the application of treatment the students' attention be focused on reading, and the students easy to understand the text because their critical thinking developed which can develop comprehend their reading.

Based on the research method in this research, the researchers conducted the quantitative method with a pre-experimental design. In this research, the first step was administering of pre-test by giving students multiple-choice questions. A pre-test was given to the 25 students of the experimental and control group to measure their ability before being given treatment. The test was given to know basic comprehension in reading and to know their earlier skills before they got treatment. The experimental class got a treatment by using Double Brain Power as a strategy during getting the treatment, the students felt interested, happy, active, enjoy, and enthusiastic in the learning process. In the last step, the researchers were administering of post-test. The post-test did with the first they asked to answer the multiple-choice question with the stage of the text were more difficult. The test was used to measure the students' ability after they were given the Double Brain Power treatment.

Besides that, based on the research, the researchers got some advantages from used Double Brain Power Strategy, there are:

Help the students to can read a text smarter and increase the idea of a text per minute not words per minute. It can take in all reader's ideas without reading all the words. The heading for the section, for instance, or almost any one of the sentences in it can give a sense of the key points. The reader focuses on the text and remembers what you have read.

Take time-saving shortcuts with the reading map. It will help to locate the precise information you want up quickly. The reading map is based on the simple premise that most factual material is constructed according to well-known. This can conclude everything from

facts, opinions, figures to clarifications, case history, photographs, illustrations, diagrams, tables, graphs, or charts.

Based on Thea Raduntz statement that in reading we can use Double Brain Power Strategy because this strategy is effective, especially in developing comprehend exposition text students (Radüntz 2020). Compared with research findings in this research that there are significant differences in comprehending a text of students before and after being taught using the Double Brain Power Strategy. Thus, it can be concluded that the effectiveness of using Double Brain Power as a strategy on the students' comprehend an exposition text is effective for teaching the reading process, especially for 11 grade in SMAN 1 Darangdan.

## Conclusion

This study was conducted to know that the Double Brain Power strategy could increase students' reading comprehension and give an upgrade to the students in learning reading mastery. To demonstrate the research the researchers collected the data from pre-test and post-test that given to the students. The researchers held the research for the eleventh grade of students in SMAN 1 Darangdan, specifically at XI-MIPA 1 class. Based on the research, the result from the pre-test and post-test has a significant difference, it was proved by getting 1300 total score of pre-test and 2010 total score of post-test. Then get 52 for averages score of pre-test and 80,4 for averages score of post-test. The researchers concluded that after used the Double Brain Power Strategy and applies to the students, they were enthusiastic and stimulated to reading analytical exposition text to collect many right answers and get many high scores. Therefore, it can be concluded that implementation of the Double Brain Power Strategy in exposition text has a significant impact on the reading comprehension of 11th-grade students in SMAN 1 Darangdan.

## Implications of Findings

Double Brain Power Strategy can be applied in teaching English language learning especially in teaching expository text. Double Brain Power Strategy is a strategy that can improve their reading and can be considered in teaching the materials from the school at the time. Therefore, the students enthused and get stimulated interest in English learning process, and make a situation of the class more fun minimize the pressure in teaching and learning process.

The students can explore the reading materials apply Double Brain Power Strategy. So, they can improve their knowledge, especially in their reading ability, and the writer hoped the students can find appropriate strategy to increase their reading comprehension, especially in expository text.

For the researchers, this strategy is another way to teach expository for the students. By Double Brain Power Strategy, the teacher knows what students' situation in the learning process, teacher can make the learning process more enjoyable because this strategy is not old to the student. There are so many versions of applied Double Brain Power Strategy that applied in learning activities. The next researcher can modify the strategy. So, hoped that can be more effective in teaching and learning activities. Thus, this strategy is not only for reading, but it can be beneficial in English learning for all aspects of English.

## Bibliography

- Ahmadi, Mohammad Reza. 2017. 'The Impact of Motivation on Reading Comprehension'. *International Journal of Research in English Education* 2 (1): 1–7. <https://doi.org/10.18869/acadpub.ijree.2.1.1>.
- Andini, Rahmah Ulfa, and Ratmanida Ratmanida. 2019. 'Teaching Reading Through "the Power of Two" Strategy for Senior High School Students'. *Journal of English Language Teaching* 8 (1): 33–41.

- Baird, Louise, Nicholas Evans, and Simon J. Greenhill. 2021. 'Blowing in the Wind: Using "North Wind and the Sun" Texts to Sample Phoneme Inventories'. *Journal of the International Phonetic Association*, 1–42. <https://doi.org/10.1017/s002510032000033x>.
- Berggren, L., C. Olsson, M. Rönnlund, and M. Waling. 2020. 'Between Good Intentions and Practical Constraints: Swedish Teachers' Perceptions of School Lunch'. *Cambridge Journal of Education* 00 (00): 1–15. <https://doi.org/10.1080/0305764X.2020.1826406>.
- Carhart-Harris, R. L., and D. J. Nutt. 2017. 'Serotonin and Brain Function: A Tale of Two Receptors'. *Journal of Psychopharmacology* 31 (9): 1091–1120. <https://doi.org/10.1177/0269881117725915>.
- daniel Y. wang, Douglas B. johnson, and Elizabeth J. Davis. 2017. '乳鼠心肌提取 HHS Public Access'. *Physiology & Behavior* 176 (1): 139–48. <https://doi.org/10.1007/s41465-017-0044-1.N-back>.
- Hidayati, Niswatin Nurul. 2020. 'Analysis of Translation Techniques, Methods, and Ideology on Children's Bilingual Story Books'. *Alsuna: Journal of Arabic and English Language* 3 (2): 94–114. <https://doi.org/10.31538/alsuna.v3i2.685>.
- Ismail, Hijril, Juang Kurniawan Syahrurah, and B. Basuki. 2017. 'Improving the Students' Reading Skill Through Translation Method'. *Journal of English Education* 2 (2): 124–31. <https://doi.org/10.31327/jee.v2i2.405>.
- Le, Ha, Jeroen Janssen, and Theo Wubbels. 2018. 'Collaborative Learning Practices: Teacher and Student Perceived Obstacles to Effective Student Collaboration'. *Cambridge Journal of Education* 48 (1): 103–22. <https://doi.org/10.1080/0305764X.2016.1259389>.
- Leli, Lismay. 2020. 'Analysis of Coherence and Cohesion on Students' Academic Writing: A Case Study at the 3rd Year Students at English Education Program'. *Alsuna: Journal of Arabic and English Language* 3 (2): 74–82. <https://doi.org/10.31538/alsuna.v3i2.980>.
- Leong, Lai-Mei, and Seyedeh Masoumeh Ahmadi. 2017. 'An Analysis of Factors Influencing Learners' English Speaking Skill'. *International Journal of Research in English Education* 2 (1): 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>.
- MacLean, Mary H., Tom Bullock, and Barry Giesbrecht. 2019. 'Dual Process Coding of Recalled Locations in Human Oscillatory Brain Activity'. *The Journal of Neuroscience: The Official Journal of the Society for Neuroscience* 39 (34): 6737–50. <https://doi.org/10.1523/JNEUROSCI.0059-19.2019>.

- Mazzoli Smith, Laura. 2021. 'The Ability Trap: Reductionist Theorising about Academic Ability and the Ramifications for Education Policy and School-Based Practice'. *Cambridge Journal of Education* 51 (1): 85–103. <https://doi.org/10.1080/0305764X.2020.1782351>.
- Most, Steven B., Briana L. Kennedy, and Edgar A. Petras. 2017. 'Evidence for Improved Memory from 5 Minutes of Immediate, Post-Encoding Exercise among Women'. *Cognitive Research: Principles and Implications* 2 (1): 1–14. <https://doi.org/10.1186/s41235-017-0068-1>.
- Radüntz, Thea. 2020. 'The Effect of Planning, Strategy Learning, and Working Memory Capacity on Mental Workload'. *Scientific Reports* 10 (1): 1–10. <https://doi.org/10.1038/s41598-020-63897-6>.
- Sataloff, Robert T, Michael M Johns, and Karen M Kost. n.d. 'No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title', 15–26.
- Shea, Mary, and Maria Ceprano. 2017. 'Reading with Understanding: A Global Expectation.' *Journal of Inquiry and Action in Education* 9 (1): 48–68.
- Ulfiati, Lilik. 2018. 'EFL Reading Comprehension Assessment: Some Grassroots' Voices'. *International Journal of Language Teaching and Education* 2 (3): 315–24. <https://doi.org/10.22437/ijolte.v2i3.5123>.
- Wong, Billy, Reham Elmorally, Meggie Copsey-Blake, Ellie Highwood, and Joy Singarayer. 2020. 'Is Race Still Relevant? Student Perceptions and Experiences of Racism in Higher Education'. *Cambridge Journal of Education* 00 (00): 1–17. <https://doi.org/10.1080/0305764X.2020.1831441>.
- Worsley, Marcelo. 2018. 'A RT I C L E A Multimodal Analysis of Making', 385–419. <https://doi.org/10.1017/S0018246X2100011X>.