The Correlation Between Philosophy, Science And Reading Learning

Winda Widyaningrum¹, Aceng Rahmat² dan Saifur Rohman²

¹Universitas Indraprasta PGRI, Universitas Negeri Jakarta, Indonesia¹

^{2,3}Universitas Negeri Jakarta, Indonesia^{2,3}

Email Korespondensi: windawidyaningrum_9906921005@unj.ac.id

ABSTRACT

Philosophy is the mother of all sciences. Philosophy, in this case, is more of a universal, comprehensive, and fundamental thought, while other sciences are more specific or special thoughts, because they are limited to objects and their unique point of view. Philosophy and science can meet each other because both use the method of reflective thinking in an attempt to deal with the facts of the world and life. Both display a critical attitude, with an open mind and an impartial will, to know the nature of truth. Philosophy requires language as a means of communicating ideas and also as an object of study in philosophy. While language also really needs philosophy as a means or method to analyze systematically to get solutions to solving linguistic problems. Reading learning is very important so that a text or statement of a philosopher can be more easily understood. Ignorance of text and context in a discourse will lead to confusion in understanding a science. If a science can be understood well it will add insight and can be shared with others. People with good reading comprehension will bring benefits to others. So it can be concluded that there is a correlation between philosophy, science and reading learning.

Keywords: Philosophy, science, reading learning

INTRODUCTION

In essence, every human being will always try to improve his knowledge. Not only limited to knowledge alone, but more to knowledge and truth. Basically learning everything with science is an attempt by humans to get to the truth, thus learning something through knowledge (philosophy) is a way to get true and objective knowledge. Truth is the essence of philosophy and is the basis or foundation for every science. Philosophy and science are human efforts in understanding a concept and method of a scientific discipline. Along with the development of civilization, which is marked by the sharpening of scientific specialization, including the development of science and technology, philosophy and science are indispensable. By studying philosophy, scientists are expected to be able to realize their limitations so as not to fall into the attitude of intellectual arrogance. Counter discourse on the development of science and technology cannot be done, but rather to reduce the negative impact of the existence of technology itself. The changing times and developments have brought philosophy to a configuration by showing how the "tree of knowledge" grows and branches prolifically from each discipline. In the era of the industrial revolution 4.0 and society 5.0 with heterogeneous community groups, problems arise related to the development of technology that can change the mindset of human life to a more sophisticated pattern of life by using technology such as robots and the internet. Thus, science that is used as an axiological milestone in directing, controlling the development of Science and Technology positively for the benefit of mankind and the environment is philosophy and science.

Along with the development of philosophy in ancient Greek society has changed their mindset from the initially centric myth view to logo centric. The relationship between philosophy and science has a major influence on human knowledge of everything, this influence has brought changes to human civilization to a more advanced level, as is the case with human civilization today (Tafsir, 2005). The changes that occur include social changes. Social changes trigger the emergence of a spirit of intellectual asceticism in society, giving rise to an intellectual ethos. This encourages people to continue to work and develop new things in order to increase the prosperity of their lives, so that they become a modern society. The 17th century has given birth to a modern society marked by the outbreak of the Industrial revolution which has created various ideas and idealistic views that have praxis and have a major impact on people's lives at that time (Tasnur & Sudrajat, 2020). This change is not surprising, because if one looks closely, the notions that emerged in an era are usually the result of a response to a series of events that occur side by side and strengthen one another.

Philosophy requires language as a means of communicating ideas and also as an object of study in philosophy. While language also really needs philosophy as a medium or method to analyze systematically to get solutions to solving linguistic problems. The philosophy of language is language as a material object of philosophy, so that the philosophy of language discusses the nature of language itself. The philosophy of language serves to investigate how language and meaning relate to truth and the world. They tend to be less concerned with sentences that are actually true, and more with what kinds of meanings can be true or false. The relationship between language and epistemology, epistemology is the study of the basics, nature, sources of knowledge and the limits of human understanding. The very close relationship between language and philosophy has been going on for a long time since pre-Sokrates times, when Herakleitos discussed the nature of everything, including the universe. Even Aristotle called it an ancient physiology. All of Herakleitos' interests were centered on the phenomenal world. He does not agree that above this phenomenal world there is a "world of being" but there is a higher world, namely the ideal world, the eternal world that contains "being" which is pure in nature. For Herakleitos, the clue to a correct interpretation of the cosmic order is not the material world, but the human world. In this human world the ability to speak occupies a central place. In this sense, the medium of language becomes central. Philosophy is the result of reflection of the philosophers who conveyed to others. Here the role of language is very important because language is the most powerful tool the main source for a philosopher and is a medium for analysis and reflection. Other people will easily understand the meaning contained in each statement if it is described using language that can be clearly understood so that there is no misinterpretation. Language very sensitive to ambiguity and other weaknesses, so many philosophers draw attention to perfecting it.

One of language learning is reading. Reading is essentially a process of building meaning from messages conveyed through written symbols. In the process, the reader integrates or relates information, messages in writing with the knowledge or experience that the reader has (schemata). In the process of reading, the reader uses various skills including physical and mental skills. This study aims to describe the close relationship between philosophy and language learning, especially in reading learning.

DISCUSSION

Philosophy and Science

Science is a means and a process to seek the truth so that humans can experience the progress of civilization in their lives. The existence of a human scientific process is a process to seek and obtain knowledge. Philosophy is one of knowledge which aims to find answers, and truths about all things. The essence of philosophy is ontology, epistemology, and axiology. The ontology in the philosophy of science is discussing the objects that exist in scientific science. Meanwhile, the concerns epistemology in the philosophy of science is the way or source of obtaining scientific knowledge. Axiology itself deals with the benefits and a role science has a role in human life. Scientific activities are integrated in systematic actions and behaviors. This is what is called the scientific method, which includes: observation, problem formulation, fact finding, and data analysis (Jujun S, 1981). The error in concluding an answer, if we explore further, lies in the lack of knowledge of the scientific method. The scientific method is a procedure in obtaining knowledge which is called science. The conditions that must be met so that knowledge can be called science are listed in what is called the scientific method. Method is a procedure or way of knowing something, which has systematic steps. The way of thinking will give rational nature to scientific knowledge and is consistent with previously collected knowledge. Scientific knowledge is structured little by little by compiling arguments about something new based on existing knowledge. The scientific method in building knowledge uses deductive thinking and inductive thinking. Deductive thinking is a thinking process that starts from general things to obtain specific conclusions based on facts. An inductive way of thinking based on the truth of correspondence is needed to cover the lack of a deductive way of thinking.

Correspondence theory states that a statement can be considered true if the material contained in the statement is in accordance with the factual object addressed by the statement. In the history of philosophy, there are at least four theories that answer this question philosophically, namely: (1) the theory of truth as conformity, (2) the theory of truth as steadfastness, and (3) the pragmatic theory of truth (Varpio, 2020).

Theory of Truth as Conformity

This theory was first proposed by Aristotle. According to Aristotle, truth is a matter of conformity between what is claimed to be known and the truth. Right and wrong is a matter of whether or not what is said with reality as it is. Truth lies in the correspondence between subject and object, that is, what is known to the subject and reality as it is. The truth of this correspondence is often called the empirical truth as well as the correspondence truth.

Theory of Truth as Constancy

This theory was adopted by rationalists such as Leibniz, Spinoza, Descartes, Heggel and others. Truth is found in the relation between new propositions and existing propositions. A knowledge, theory, statement, proposition or hypothesis is considered true if it is in line with other knowledge, theory, proposition or hypothesis, that is, if the proposition confirms and is consistent with the previous proposition which is considered true. This truth is often called the truth of coherence or the truth of logic or the truth of rationalism.

Pragmatic Theory of Truth

This theory was developed by pragmatic philosophers from the United States such as Charles SP and William James. For pragmatists truth is the same as usefulness. A true idea, concept,

knowledge or hypothesis is a useful idea. The right idea is the one that is most capable of enabling someone (based on that idea) to do something most successfully and effectively. Success and usefulness are the main criteria for determining whether an idea is right or not.

The human way to get to the truth will continue to be done in various ways. These methods are known as the scientific method. Scientific method activities experience ups and downs in accordance with developments that occur in the surrounding environment. This is considered something natural because science is basically impossible to separate from society. The relationship between the scientific method and the truth becomes something important in understanding the phenomena that occur, in order to obtain the right conclusions leading to the truth. For this reason, an understanding of the philosophy of science is very much needed today, where the world of education in Indonesia is being highlighted by the problem of declining quality.

Ontology, Epistemology and Axiology of Reading Learning

According to Fosnot (2016) reading is a dynamic process to reconstruct a message that is graphically encoded by the author. In this process, the writer performs linguistic coding which is then described by the reader to gain understanding or meaning. The writer encodes thoughts into language. The reader interprets the code into thoughts and meanings. Thus in reading there is an interaction between language and thought. Reading is an activity to construct meaning. Through reading, the reader reconstructs the message conveyed by the author in the text. Cox, Carole & James Zarrillo (2019) argues that reading is a transactional process. The reading process includes a number of steps during which the reader constructs meaning through his interaction with the text or reading material. Meaning is generated through this transactional process. Reading is the second receptive language activity after listening. The relationship between the speaker (writer) and the recipient (reader) is indirect. Various information whether it's news, stories or science and others are very effectively announced through written means, either in the form of newspapers, magazines, letters, leaflets, story books, textbooks, literature and so on. Thus the activity of reading about these various sources of information will greatly open up and expand one's world and horizons.

The knowledge stored in the text must be explored and sought through reading activities. Reading skills include 3 basic skills, namely recording, decoding, and meaning. Recording refers to words and sentences then associates them with their sounds according to the writing system used. The decoding process refers to the process of translating graphic sequences into words. While meaning is a process of understanding meaning that takes place from the level of understanding, interpretive, creative, and evaluative understanding. The process of recording and decoding takes place in early grade students, while meaning is more emphasized in high grades (Farida Rahim, 2008: 2). Iskandarwassid and Dadang Sunendar (2008: 247) say that teaching reading must pay attention to good habits of regular thinking. This is due to reading as a process that involves all higher mental processes, such as memory, thinking, imagination, regulation, application, and problem solving. Therefore, the ability to read is one of the four language skills that are taught and therefore also have consequences to be tested for students.

Teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing the knowledge, causing to know or understand. Brown (2010) says that "teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditional for learning. In short, teaching is a process of helping and guiding students to learn and develop their knowledge. Teaching reading is not only giving a text to the students but also building their consciousness of reading skill. Teaching reading, especially to read English text, is very important. However, there are many students that have low motivation in reading class because of the teacher poor technique in

presenting and carrying out reading activities. There for a teacher should be able to select and deliver the materials and choose appropriate technique.

In teaching reading, the teacher does not only focus on the material they give but also on what strategy should be used in teaching reading. Some students think that reading is a boring activity in the class since the teacher does not know the appropriate strategy to teach it. Brown states that there are some principles in designing teaching reading strategies.

The strategies comprehension can be mentioned as follows:

1. Identify the purpose of reading.
2. Use grapheme rules and patterns to aid in bottom-up decoding.
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analysing vocabulary.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.

Reading comprehension assessment is the most common of published reading test that is available. The most common reading comprehension assessment involves asking the students to read passage of text that is level appropriately for the students, and then asking some explicate detailed questions about the content of the text. There are some variations on reading comprehension assessment. For example, the students could be asked to answer inferential questions about information which was implied by the text, or the students' comprehension might be tested by his or her ability to retell the story in then student sown words to summarize the main idea or the moral of the story. Another common reading comprehension assessment is called "Cloze" task—words are omitted from the passage ,and the students are asked to fill in the blanks with appropriate.

Reading comprehension should not be confused with reading accuracy, another very common of reading assessment. In reading accuracy the students are asked to read a passage of text clearly without making any mistakes. The mistakes that the students decoding strategies (not comprehension strategies). The students usually concentrate on reading accurately and do not pay as much attention to comprehension of the content when they read orally.

CONCLUSION

Philosophy is the mother of all sciences. The study of ontology, epistemology and axiology is indispensable in the development of scientific knowledge. Armed with an understanding of philosophy, a scientist is able to answer questions about life, so that he is not trapped by special methods that are no longer in accordance with the scientific method. Scientists in conducting research must: 1) master the basic knowledge of the science they work on, 2) understand the relationship between the science and other sciences, 3). fully understand that scientific attitude is a component that must be adhered to.

Philosophy which includes epistemology, metaphysics, logic, aesthetics and ethics will help humans, especially scientists, in developing scientific knowledge, so that they continue to prioritize their responsibilities to fulfill human interests without giving negative impacts to humans and the environment, as well as a form of accountability for their activities to their God. With the scientific activity, it is expected to produce a science that is really needed and

through a maximum research process. Scientific activity is a means for a scientist to find the truth about something. Of course, scientists in their research cannot ignore cognitive processes in scientific activities. Cognitive processes usually include recognition, application, conception, and reasoning (among other things) with which humans can know and acquire knowledge about a thing.

Reading is the key to understanding science. The better the interest in reading and the ability to read, the more knowledge and information obtained. Reading is a window to the world. Through reading one can penetrate the boundaries of his world and explore knowledge from various disciplines, and this is in line with the study of philosophy as the mother of all sciences. From the above study, a conclusion can be drawn that there is a relationship between philosophy, science and reading learning. All three, if understood properly, will contribute to a person's ability to master science.

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