

The Implementation of Teaching Reading using Scientific Approach through WhatsApp at 9th Grade Junior High School

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Abstract

The purpose of this study is to analyze the implementation of teaching reading using a scientific approach through the Whatsapp application. The participants in this study were 9th grade students at one of the junior high schools in Parongpong. The research method used in this study was Qualitative research, and to obtain data, the instruments used in this study were lesson plan and questionnaire. The data of the research show that the implementation of teaching reading using scientific approach through WhatsApp application did not go well, where several difficulties arose such as the difficulty of students in accessing smartphones, students being overwhelmed by the number of assignments from several different class groups, and also the five stages of the scientific approach which took a lot of time. Then the results also show that the use of scientific methods can improve students' higher order thinking. Although the use of the WhatsApp application is widely used for learning due to the pandemic, there needs to be further research and solutions to overcome these shortcomings.

Keywords: Teaching Reading; Scientific Approach; WhatsApp

INTRODUCTION

Reading is one of the four skills in learning English, when reading a text, the reader only gets information from the text without producing anything. By reading, students are expected to be able to get the best information from the text, Nurgiyantoro (2017) stated that good reading competence is needed and is a prerequisite to be able to read and understand various other subject literatures. In completing the English test, students also need the ability to read in order to complete the questions they are working on. Based on the syllabus, there is procedural text material at the 9th grade junior high school level. Procedure's definition text is a text that specifies the steps in the work process, including what is done, how it is done, when it is done, where it is done, and who performs it (Nuraida, 2008). In early 2020, the Coronavirus epidemic has hit all over the world, including Indonesia. This pandemic has also affected the education process in Indonesia, the government does not allow learning practices in classrooms by the mid of 2021, therefore the learning process is carried out using the online method. From the stage of observing the object of the research, specifically 9th graders at one of junior high schools in Parongpong, WhatsApp application is the most suitable medium for online learning. To get information from the text, we need to know the meaning from each letter, words, and sentences with our knowledge. Wixson and Peters (1984) has defined the definition of reading: Reading is a process between the reader's knowledge, information from the written text and the context of the situation. It means that the communication between writer and reader depends on both knowledge and skill, the meaning of a text is actively created in the reader's mind based on their prior knowledge, and the reading process is dynamic, not fixed, and it adapts to the unique demands of each reading experience.

Likewise, Gerot (1985) stated the reading process involves the interaction of a reader and a text through the readers' linguistic ability, perhaps readers capable of ascribing meaning and interpreting meaning from text while taking into account the socio-cultural context. Furthermore, Reading, according to Lone (2011), is a cognitive activity that involves determining the meaning of printed letters, words, and phrases, to be able to understand the information presented within. According to those statements, it is possible to deduce that reading is an interaction among the reader and the writer depending on both writer and reader knowledge and based on the experience of the reader and the social phenomenon that occurs. When teaching in the mother tongue, reading activities become a tool to learn or read to learn, in contrast to foreign languages students learn to be able to read or learn to read. According to Harmer (2007) as cited in Apsari (2014), persuading students to study English literature is a crucial part of an English teacher's job for two reasons. First, many students need English language skills especially reading for their present and future life. Second, "the more students read, the better readers they become". In accordance with Apsari (2019), there are two important aspects in teaching reading (reading material and reading activities). The act of selecting and customizing materials is one measure that is used to improve the effectiveness of teaching and learning process. Students will feel more comfortable and confident if the text presented is interesting for students, the key to student activity in the learning process in the classroom is the selection of material that is relevant and interesting for students. Some of the following activities can support students to read effectively, including: (1) Pre-reading, the first step is to introduce the topic, then make sure students have sufficient vocabulary, grammar, and background information about the topic being introduced; (2) While-reading, at this stage, students are given the opportunity to carry out discussions and activities according to their interests in order to achieve the desired goals; (3) Post-reading activities, students can get new information from the texts they have read and describe it through their own understanding. Procedure text is addressed to someone regarding an explanation to use something or doing something. Procedure text is a text that presents an explanation of how to do something as clearly as possible, intended for someone who will use something or carry out activities (Kosasih, 2018). In the procedure text there is a goal which is usually the title of the text, then the procedure text contains the steps in achieving the goal of the text. Procedure text is a text that contains the steps in carrying out an activity or action. Procedure text contains objectives, steps and interpretation is optional (Kemendikbud, 2017). According to Hosnan (2014), the use of a scientific approach in the teaching and learning process can be divided into five activities., there are (1) Observing, Observing can be done through various ways to train students to observe important things from an object or topic.; (2) Questioning, First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening, or seeing the object. Second, the teachers facilitate the students to do observation and train the student to observe the important things from the object; (3) Experimenting, after observing and questioning, students are given the opportunity to try the results of observations and information that has been obtained previously; (4) Associating, associating is the ability to analyze and associate the information occurred in experimenting activities; (5) Communicating, this activity can be done through writing or telling what was found in the observation and experiment activities.

The scientific approach also has advantages and disadvantages, according to Machin (2014) the advantages of scientific approach are, this approach can improve higher-order thinking skills, build students' ability to solve problems systematically, create conditions where students feel learning is a necessity, high learning outcomes can be obtained, train students in communicating ideas and to develop student character. While the disadvantages of the approach described by Hosnan (2014), including reduced teacher assistance so that teachers rarely explain, can hinder the course of time-consuming learning, failures and errors in experimenting will result in

inference errors, and teaching becomes ineffective if students' interest is lacking in the material, students do not concentrate or students' attention is divided. WhatsApp was founded by Jan Koum and Brian Acton, the name WhatsApp is a pun on the phrase What's Up, and now more than 2 billion people in over 180 countries use this application (WhatsApp LLC, 2021). The high number of WhatsApp usage is also seen from the majority of electronic communication media used by students in this study is the WhatsApp application. WhatsApp appears to have several advantages over other educational technology solutions, including low cost, simplicity, accessibility, efficiency, and natural language (Church, K and de Olivia, 2013).

Due to the mix of mediums such as videos, images, and voice notes, as well as the constant availability of a facilitator and learning anytime, anywhere, WhatsApp has become a new and convenient instrument for teaching learning activities. The usage of WhatsApp in English among Spanish students was investigated, and it was discovered that there was an increase in motivation and passion for reading in a foreign language (Plana et al., 2013). In a study by Bansal and Joshi (Bansal et al., 2017), learning through WhatsApp online learning has educational benefits, affording to 56 percent of participants, including immediate feedback on problems, learning on the go, deeper clarity on issues, revision of previously learned topics, learning from other people's problems, healthy discussions, and constant access to learning material.. Some teachers have also reported being inundated with messages, which has both burdened and irritated them, particularly if they have more than one group or groups with more than 15 students (Bouhnik & Deshen, 2014).

METHOD

The type of research method used in this study is qualitative research, because this study is about meaning that cannot be measured by numbers and requires in-depth analysis and interpretation from the researcher. Qualitative research is an approach that focuses on the meaning of individuals and the importance of reporting on any complex situation to understand an individual or group in a social problem. Data analysis is built inductively from individual topics to broad themes, and the researcher interprets the data's significance (Cresswell, 2018). The subjects of the reaserch was 9th grade students with 40 people consists 19 male and 21 female. The instrument of this research are lesson plan, and questionnaire.

RESULTS AND DISCUSSION

Results

The learning activities are carried out by referring to the activities contained in the scientific approach, there are observing, questioning, experimenting, associating and communicating.

a. Observing

At the first meeting in observation activity, students were given the opportunity to observe by watching an explanation regarding the definition of procedural text, generic structure and imperative sentence as part of the language features of the procedure text. The second meeting students were given a video about how to read a recipe orally using a temporal conjunction in the text entitled "Novel Apple Pudding".

b. Questioning

In this activity students are given the opportunity to ask the teacher about the material that has been given. In the first meeting there are no student who ask about the material, but there are students who ask about the collection of assignments. On the other hand, at the second meeting

there were two students who asked about the material. Student 1: *yang ke 2 harus pake then gitu miss?*, student 1 asked about the use of the temporal conjunction "then" in second step of the recipe. Meanwhile, student 2 asked about the differences in the use of temporal conjunctions in pronouncing dates. This is the question asked by student 2: *miss kalo penulisan tanggal pake one, two, three atau first second third?* From these 2 meetings there were only a few students who were active in questioning activities.

c. Experimenting

In the first meeting, students are given the opportunity to try to apply the information obtained from the observation activities that students have done, the task is carried out in groups that have been prepared previously. In the first task, students were asked to try to analyze the ingredients of the "iced fruit cocktail with condensed milk" recipe, the quantities of each ingredient, and the action applied to each ingredient. For the second task, with the same recipe, students are asked to analyze the imperative sentence in the recipe.

The second meeting, students are given the task to replace the recipe "Iced fruit cocktails with condensed milk (Es Teler)" into paragraph using temporal conjunction in each steps. In the first meeting, there are only three groups who collect their assignments on time, and the other five groups collect the assignments late. In addition, the assignment for the second meeting is for individual students, there are 10 students who are on time in submitted their assignment. The results of the work that have been collected by students in the two meeting show that the results are quite good and there is one group that is almost perfect in doing their work.

d. Associating

Referring to Hosnan (2014), associating is a logical and systematic thinking process on empirical facts that can be observed to obtain conclusions in the form of knowledge. Students are expected to be able to process the information that has been obtained and can draw conclusions after observing and experimenting activities.

e. Communicating

After the associating activity, students are given the opportunity to communicate the results of their conclusions. At the first meeting there were two students who communicated their learning results quite well, and the second meeting with one student who was the same as the first meeting and one other student was able to communicate their conclusions well too.

The five steps contained in the scientific approach are carried out in each meeting. at the first meeting, learning begins according to the specified schedule, which is 09:00 am to 09.45 am, But seen from the lack of student participation and the number of students who are late in collecting assignments at the previous meeting, the learning process at the second meeting starts at 7:00 to give students more time.

Some questions were asked to some students who were not punctual in submitting assignments, more than 10 students admitted that it was difficult to access online learning because they did not have their own smartphones, so they had to wait for their parents to come home. Nonetheless, several other students admitted that they were overwhelmed with online learning, where they had to do more than 3 tasks per day with different WhatsApp groups.

The questionnaire data was then distributed to all students regarding the use of WhatsApp in the learning process, where the results showed that 80% of students claimed to be comfortable using WhatsApp and more than 70% of students found it easy to access learning using

WhatsApp. In learning English as a foreign language, more than 50% of students admitted to using a translator application so they felt more motivated to do English assignments with a better understanding.

Discussion

The results of this study indicate that the scientific approach is able to hone higher-order thinking skills such as Machin's research (2014), marked by some students asking questions about other topics related to the material being taught. but weaknesses also appear in this study which is directly proportional to Hosnan (2014), where the scientific approach takes a long time and maximum results will not be achieved if students' interest is less in the material presented. Similar to the research of Plana et al (2013), learning using WhatsApp can increase students' motivation in learning foreign languages, students also find it easy to access learning using the WhatsApp application. In contrast to the research of Bouhnik and Deshen (2014) where teachers feel overwhelmed by teaching several class groups on the WhatsApp application, in this study several students admitted that they were overwhelmed because they had to do many assignments from several different learning groups. Other difficulties also arise in this study, where some students cannot access the WhatsApp application according to the learning schedule due to limited access of students to smartphones related to economic problems.

CONCLUSION

The implementation of teaching reading using a scientific approach through the WhatsApp application did not go well, some difficulties were experienced by students such as the difficulty of access to smartphones and the difficulty of students carrying out several tasks in one day with different class groups, the use of the scientific approach also took a long time, so it is recommended to divide the five stages of the approach for several meetings.

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