

## Students' Perception of the Discovery learning Strategy in Learning Reading Comprehension at Widya Manggala Senior High School

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### Abstract

Reading is a crucial skill for foreign language learners, and one the most learning strategy to promote reading is discovery learning. This study aimed at examining senior high school students' perception of the use of the discovery learning strategy on reading comprehension. Involving 68 students of Widya Manggala Senior High School, the study collected data using a questionnaire and interviews. The quantitative data obtained from the questionnaire was analyzed by using the descriptive statistic, while the qualitative data obtained from the interview was analyzed descriptively. Findings revealed that the majority of the students have a positive and of the upper-medium level of perception of the use of the discovery learning strategy on reading comprehension. Although their perception is not very high, they realize that this strategy can make them more active and serious in the learning to read process.

**Keywords:** *discovery learning strategy, reading comprehension, English teaching*

### INTRODUCTION

Reading has been found a crucial skill for language learners, especially for learners of English as a foreign language (EFL). Pardede (2019) offered four reasons why reading is very important for EFL learners. First, reading overcomes students' lack of inputs cause by the fact that they learn English in an environment where English is not the society's primary language. Second, reading significantly contributes to one's personal and intellectual development, further studies, job success, and career development, and the capability to meet changes. Third, reading skills boost a learner's mastery of other areas of language learning. Fourth, reading improves writing skills for it enables the learners to figure out how to express ideas through words, how to use punctuation correctly, and so on. Harmer (2007) supported the crucial role of reading by stating that it is beneficial to the students' personal life for reading English texts may have a positive impact on students' further studies and it is beneficial to their language acquisition for reading improves students' writing abilities, spelling and vocabulary knowledge. Pardede (2017) accentuated, "Reading is undoubtedly very important in every individual's personal, mental, and intellectual and career development. It is also the main tool to boost a learner's mastery of other parts of language learning."

Due to its vital role, imparting reading has long been one of the priorities in EFL learning and teaching. To empower students to read, teachers need to improve their reading lessons by implementing the best method and techniques. One of the most potent methods to improve students' reading skills is discovery learning. Since discovery learning motivates students to actively search for information it can be very effective to develop reading comprehension ability (Bruner, 2006). According to Rahmi and Ratmanida (2014), accentuated that “discovery learning is a strategy in which the students are not given the content of the lesson at the beginning of the study, but they have to find it by themselves”. Consequently, discovery learning promotes reading comprehension skills development.

Several studies have been conducted on the implementation of discovery learning in the development of students' language skills in general and reading skills in particular. Mahmoud (2014) reported discovery learning strategy is a good way to improve language skills. Mukharomah's (2015) action research revealed that discovery learning model improved students' achievement in writing descriptive text. An experimental study conducted by Sari (2016) revealed that discovery learning had a significant effect on students' reading comprehension. Based on the finding she concluded that discovery learning made the students learn more enjoyable since they were interested in the process of learning. Tampubolon's (2017) study focusing on university students' perception of the use of discovery learning strategy on reading comprehension showed that the majority of participants agreed that discovery learning strategy can enhance their reading comprehension and they liked this strategy implementation in their reading class.

Although various studies have been conducted on the use of discovery learning in reading classes, none of them ever focused on senior high school students' perception of the use of this strategy. To fill in the gap, the present study was carried out to examine students' perceptions of the use of discovery learning strategy on reading comprehension at Widya Manggala Senior High School. To guide the study, the research question was formulated as follows: “What are students' perceptions on the use of discovery learning strategy on reading comprehension?”

## **LITERATURE REVIEW**

### **Reading Comprehension**

Comprehension is a construction process because it involves all of the elements of the reading process. The reader tries to create a representation of the text to reach the idea of the writer. This idea in line with Wolley (2008) who affirmed that reading comprehension is a complex interaction of languages, sensory perception, memory, and motivational aspect. Other scholars such as Wu (2010) stated that reading comprehension is understanding a text that was read or the process of constructing meaning from a text. Meanwhile, Zare (2013) contended that reading comprehension is a cognitive activity in which the reader took part in a conversation with the author through the text. From those opinions, it can be summed up that reading comprehension is the students' ability to understand and comprehend a text which is presented by the writer.

Since comprehension was an important element in reading. Haris (1980) offered several techniques of reading comprehension: (a) scanning, i.e., quickly going through a text to find a particular piece of information, for instance, when the persons want to get a name, date or year in the history book, it is not important for him or her to read the whole of content; (b) skimming, i.e., quickly running one's eyes over a text to get a gist of it. For example, to decide whether a book is relevant to one's work or to keep oneself always

informed about a part of a book that is not important for him or her usually before reading it, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs; (c) extensive reading, reading a longer text, usually for one's pleasure. It is a fluency activity. A reader who wants to read quickly, to enrich vocabulary, usually reads a longer text such as articles; (d) intensive reading, reading a shorter text, to extract specific information. This is a more accurate activity involving reading for detail.

### **Discovery Learning in the Learning of Reading**

Discovery learning strategy emphasized the students' full participation through observation, classification, measurement, prediction, determination, and inferring until the students discover their concept. In the learning process of this strategy, the students will be independent learning, because the teacher will let them discover new knowledge through interpreting, analyzing, and summarizing, the materials which are brought by the teacher. Rahmi (2014) explained that "discovery learning strategy is a strategy in which the students are not given the content of the lesson at the beginning of the study, but they have to find it by themselves". Saritas (2005) believed that the process of discovery learning strategy in reading class is the activities in which there are many opportunities for learners to use and share knowledge in solving problems. It is also supported by Piaget's theory (1973) stated that learners can learn from their surroundings, they will take action to solve the problems. This means the students can learn and solve problems by using the skills they have.

Discovery learning implementation in reading comprehension classes is very advantageous due to some reasons. First, it guides the students to produce individual understanding and meaning in something with their awareness (Petrina, 2004). This will make students more active in finding a solution. Second, discovery learning leads students to think actively so that they develop their skills and knowledge. Bruner (1999) accentuated that discovery learning motivates students to independently produce their information and find the mistake of the knowledge getting process, also evaluate and get more information.

These reasons are supported by various current studies conducted on the use of discovery learning techniques in the language classroom. Mukharomah's (2015) action research revealed that discovery learning model improved students' achievement in writing descriptive text. An experimental study conducted by Sari (2016) revealed that discovery learning had a significant effect on students' reading comprehension. Based on the finding she concluded that discovery learning made the students learn more enjoyable since they were interested in the process of learning. Tampubolon's (2017) study focusing on university students' perception of the use of discovery learning strategy on reading comprehension showed that the majority of participants agreed that discovery learning strategy can enhance their reading comprehension and they liked this strategy implementation in their reading class.

### **METHOD**

This study employed the mixed-method research design, which is defined as the research mixing or integrating both qualitative and quantitative approach within a single study to produce a fuller account of the research problem (Pardede, 2018), aiming to investigate the students' perception of the use of discovery learning strategy in learning reading comprehension. It used explanatory mixed-method design, which, according to

Creswell (2003) enables us to gather qualitative input to explain and extend qualitative results, to gain a comprehensive insight into the study. To see the interest and perceptions of the students at Widya Manggala Senior High School of the use of discovery learning strategy in learning reading comprehension, qualitative and quantitative data concerning the students' perception and interest were collected through a questionnaire and interviews.

This study was conducted September-October 2018 at Widya Manggala in all classes of the 2017/2018 academic year. The population of this study was the whole students of Widya Manggala Senior High School. The sample was selected purposively by involving the 68 students belonging to Grade XI in the 2018/2019 academic year. Due to administrative constraints, the sample could not be selected randomly. Thus, the whole 68 students were involved as the participants of this study. Among them, 4 students were selected voluntarily to join the interview for collecting the qualitative data.

The Data were collected through a questionnaire and interview. The questionnaire was given to fill in by the whole participants. The questionnaire was adapted from Hoffman (2013). It consists of 24 statements that are grouped under four criteria: benefits of using the discovery learning strategy in learning reading, interest in using the strategy, experience with the activities using it, and perception of the implementation of the strategy. The whole statements are of the close type which should be responded by choosing one of the responses designed using the 5 points Likert scale (ranging from SD=strongly disagree; D=disagree; N=neither agree nor disagree; A=agree; to SA=strongly agree).

The interview was conducted to validate the data collected using the questionnaire. The focus semi-structure open-end interview was conducted to gather the qualitative input. The themes that emerged during the interview sessions were coded following the quantitative dimensions from the questionnaire. 30-40 minute interview sessions were conducted with 4 students, who were respondents to questionnaire administer. The rationale for using focus semi-structure open-end interviews was to understand the respondents' point of view rather than making generalizations.

The data were analyzed using descriptive analysis. The quantitative data were analyzed in terms of means and percentages. The data were processed using the following formula to set the percentage:

## **FINDINGS**

### **Findings**

#### ***1. Students' Perception of the Benefits of Using the Discovery Learning Strategy in Reading Comprehension.***

The finding concerning the students' perception of the benefits of using discovery learning strategy is positive. For instance, 51% of them agreed and strongly agreed that discovery learning strategy can improve their critical reading, 54% of them agreed and strongly agreed that discovery learning can help them to developed their pronunciation, 48% agreed and strongly agreed that discovery learning strategy can improve their grammar, and 46% of students agreed and strongly agreed to discovery learning strategy helps them to improve their vocabulary. The findings show that the discovery learning strategy is most beneficial for increasing reading comprehension, as 57% of the students agreed and strongly agreed and only 22% strongly disagreed and disagreed that using discovery enhanced their reading comprehension. (See Table 4.1).

Table 4.1. *Students' Perception of the Benefits of Using the Discovery Learning Strategy (DLS) in Reading Comprehension (n=68)*

No	Statements	SD	D	N	A	SA
		f (%)				
1.	DLS increased my curiosity to find information from the book	5 (7)	12 (18)	18 (26)	23 (34)	10 (15)
2.	DLS helped me build vocabularies through reading	5 (7)	11 (16)	21 (31)	21 (31)	10 (15)
3.	DLS developed grammar comprehension	7 (10)	10 (15)	18 (26)	18 (26)	15 (22)
4.	DLS improved my pronunciation	10 (15)	7 (10)	14 (21)	19 (28)	18 (26)
5.	DLS improved my critical reading	10 (15)	10 (15)	13 (19)	18 (26)	17 (25)
6.	DLS motivated me to improve my reading comprehension.	8 (12)	7 (10)	14 (21)	20 (29)	19 (28)
7.	DLS developed my reading comprehension	2 (3)	11 (16)	27 (40)	18 (26)	10 (15)
8.	DLS made me learn more seriously	10 (15)	15 (22)	14 (21)	13 (19)	16 (24)

The finding of the quantitative data was supported by qualitative data obtained from the interviews (semi-structured open-ended interviews) when they were asked the question, "Can discovery learning strategy motivate you to improve your reading comprehension? Why?"

*Yes, of course, because I think if the teachers apply this strategy, it can help the students improve their reading ability. (Interviewee A)*

*Yes of course, because when students discover the knowledge the students will be motivated to improve the ability of reading and it means discovery learning strategy makes the students' motivation improved (interviewee B)*

*For myself, discovery learning motivates me to improve my reading comprehension. Because, through discovery learning, I feel challenged to read a lot of books, search the material if I do not understand and answer the question. So, it directly gives me the motivation to improve my reading comprehension (Interviewee C)*

*I think it is me to improve my reading comprehension. Because become like reading a book and I'm appreciating when the teacher asks me to search for material or answer from the book. (Interviewee D)*

## 2. Students' Perception of the Interest in Using the Discovery Learning Strategy on Reading Comprehension

The findings related to the students' perception of their interest in using discovery learning strategy on reading comprehension is positive. Most of the participants, 45% up to 66%, agreed and strongly agreed that students are interested in using discovery learning on improving reading comprehension. It means, based on the responses, most of the

students are interested in using discovery learning strategies to improve their reading comprehension. Only a few students who are not interesting in using a discovery learning strategy on reading comprehension. There were 60% of them agreed and strongly agreed if they are assigned by the teacher to find information. In sharing and telling findings to friends, there were 53% of students agreed and strongly agreed. Meanwhile, there were 66% of them agreed and strongly agreed that they like to deliver a presentation in front of the class. There were 45% of the respondents who were interested in making a group for discussion and this item is the highest percentage of the interest in using the discovery learning strategy on reading comprehension. However, 49% of them agreed and strongly agreed that they like to discover something new on their own.

**Table 4.2. Students' Perception of the Interest in Using the Discovery Learning Strategy on Reading Comprehension (n=68)**

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1.	I like DLS because it drives me to find information through reading	7 (10)	8 (12)	12 (18)	20 (29)	21 (31)
2.	DLS motivated me to find and share ideas from texts	7 (10)	9 (13)	23 (34)	19 (28)	10 (15)
3.	DLS enabled me to deliver findings through a presentation	2 (3)	7 (10)	14 (21)	24 (35)	21 (31)
4.	I like to learn reading in a group.	11 (16)	7 (10)	20 (29)	14 (21)	16 (24)
5.	Finding new ideas through reading is interesting	8 (12)	3 (4)	24 (35)	19 (28)	14 (21)

The finding of quantitative data was supported by the qualitative data obtained from the interview when they were asked, "Do you like if your teacher gives a chance to each student to share their findings from book/text? Why?"

*Yes, I like, I think because the student has to practice or share the information about what key comprehend or get from a book, so the teacher has to give a chance to the students in order to improve their ability. (Interviewee A)*

*Yes, I like learning reading if the teacher gives a chance for the student to share their finding with friends from books/text. Because when students share their findings, it can help other students to be more understand the material. (Interviewee B)*

*I like it if my teacher gives a chance to share their finding from the book because when my friend shares their finding, it will increase our knowledge about the topic we discuss and also increase our confidence to talk to other friends. (Interviewee C)*

*I like the teacher gives a chance to everyone shares their finding because it will be much better to collect many ideas from many sources. And also it helps another student who cannot understand the text/book well (Interviewee D)*

### 3. Students' Perception of the Activities on the Discovery Learning Strategy in Reading Comprehension

The distribution of the students' perception of the activities on the discovery learning strategy in reading comprehension shows that 44% of the students agreed and strongly agreed that it is helpful if the teacher assigns students to find and using techniques in reading a book. However, 19% of them disagreed and strongly disagreed. On the other hand, 28% of them disagreed and strongly disagreed and 46% of them agreed and strongly agreed that they like to conclude an idea after reading a book. In the item of learning reading by making a group, 54% of them agreed and strongly agreed but only 23% of the students disagreed and strongly disagreed. 44% of them agreed and strongly agreed that they like it if the teacher gives a chance for students to share something with their friends and only 22% of them disagreed and strongly disagreed.

Table 4.3. *Students' Perception of the Activities on the Discovery Learning Strategy in Reading Comprehension (n=68)*

No	Statements	SD	D	N	A	SA
		f (%)	f (%)	f (%)	f (%)	f (%)
1.	Always concluding an idea after reading a book.	5 (7)	14 (21)	18 (26)	16 (24)	15 (22)
2.	Sharing the information obtained from the report text/book to my friends.	6 (9)	14 (21)	18 (26)	19 (29)	11 (25)
3.	Collecting some words/ sentences I do not understand from a text or books.	8 (12)	2 (3)	21 (31)	20 (29)	17 (25)
4.	Finding and using techniques in reading.	2 (3)	11 (16)	25 (37)	19 (28)	11 (16)
5.	Sharing their findings from book/text.	3 (4)	12 (18)	23 (34)	17 (25)	13 (16)
6.	Making a group in learning reading	5 (7)	11 (16)	14 (21)	24 (35)	14 (21)
7.	Answering the question in the book	7 (10)	8 (12)	20 (29)	17 (25)	16 (24)

In the item of activities of sharing information from text, 46% of them like to share information from the text to their friends. 54% of them agreed and strongly agreed that they like to collect some words or sentences which they do not understand from text or book. In the item of answering questions in the book, 49% of them agreed and strongly agreed. However, 22% of them disagreed and strongly disagreed. (see Table 4.3). These findings proved that there were a large number of students and enjoyed the activity of the discovery learning strategy in reading comprehension.

The finding of the quantitative data was supported by the qualitative data obtained from the interview when they were asked the question, "Do you think that it is helpful if your teacher assigns you to find and use techniques in learning reading?"

*It is very helpful because if the teacher assigns the students to find the reading techniques, it makes the students more active and exactly it can make the students understand very well about the reading technique rather than the teacher explained to me by the teacher. (Interviewee A)*

*Yes, it is helpful, because when the teacher assigns the students to find and use reading techniques, the students will be an active learner. In this case, the students are able to use the reading technique and find it by themselves and understand it. (Interviewee B)*

*I think it is helpful if my lecture asks me to find and use my own technique in learning reading because I will understand more about the technique that I want to use and find out more techniques in learning reading than explained it to me. (Interviewee C)*

*Yes of course, because I think when we are provided all about the material we will be a dependent learner and I do not like that seriously. So I strongly agree if the teacher involves the students in many portions. (Interviewee D)*

#### 4. Students' Perception of the Implementation of the Discovery Learning Strategy in Learning Reading

The findings related to the students' perception of the implementation of the discovery learning strategy in learning reading reveal that 55% of them agreed and strongly agreed that discovery learning strategy is a good way to be used on improving their reading skill, however, 27% of them disagreed and strongly disagreed. Then 46% of them agreed and strongly agreed and 23% of them disagreed and strongly disagreed with the item "discovery learning strategy should be used in all English reading classes". The majority, 50%, agreed and strongly agreed that the discovery learning strategy can be implemented in learning reading but 16% of students who disagreed and strongly disagreed with this item. There were also 52% of them agreed and strongly agreed and 19% of them disagreed and strongly disagreed that discovery learning can make the students more active.

**Table 4.4. Students' Perception of the Implementation of the Discovery Learning Strategy in Reading Comprehension (n=68)**

No	Statements	SD	D	N	A	SA
		f (%)				
1.	Discovery learning can be implemented in learning reading	5 (7)	6 (9)	23 (34)	23 (34)	11 (16)
2.	Learning reading through discovery learning make more active	3 (4)	10 (15)	20 (29)	25 (37)	10 (15)
3.	Using discovery learning to improve my reading skill is a good way	10 (15)	8 (12)	13 (19)	23 (34)	14 (21)
4.	Discovery learning should be used in all English reading classes	7 (10)	9 (13)	21 (31)	14 (21)	17 (25)

The finding of the quantitative data reveals that the discovery learning strategy is needed by the teacher and the students in learning reading at Widya Manggala Senior High School. This is supported by the qualitative data obtained from the interview when they were asked the question, "Is it a good way to use discovery learning strategy to improve your reading comprehension? Why?"

*I think yes, it is a good way. It also depends on the level. Discovery learning is a good way to improve reading skills for advanced or intermediate. However, it is not good for level elementary or beginner. (Interviewee A)*

*Yes of course, especially in level advanced or intermediate. So, it is a very appropriate strategy for students. (Interviewee B)*

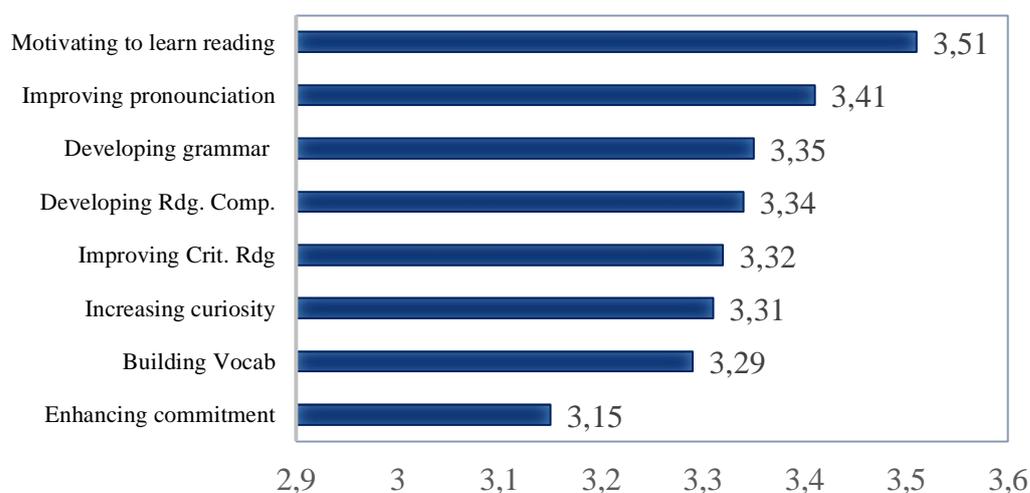
*Yes, in my opinion, it is a good way to use discovery learning on improving my reading comprehension because discovery learning will make me an independent learner, which means I will solve my difficulties by myself. (Interviewee C)*

*Yes exactly, I think using discovery learning is a good way to improve my reading comprehension because it will for me to read a book a lot, so it can improve my comprehension in reading (Interviewee D)*

## DISCUSSION

### 1. Students' Perception of the Benefits of Using the Discovery Learning Strategy in Reading Comprehension

The finding indicates that the majority of students believe that the discovery learning strategy has benefits in reading comprehension. It is supported by the students' response means of constructing reading comprehension through discovery learning strategy (3,29), discovery learning strategy helps them to find new vocabulary (3,41), discovery learning strategy can develop their grammar (3,35), discovery learning strategy can improve the students' critical reading (3,32), discovery learning strategy can increase curiosity (3,31), discovery learning strategy can enhance their pronunciation (3,41), discovery learning strategy can motivate them to develop their reading comprehension (3,51) and the lowest response means (3,15) is discovery learning strategy can make the students more serious in learning reading. Following those findings, it can be concluded that most of the students agreed the discovery learning strategy can improve reading comprehension and they have perceptions that this strategy has many advantages (see Figure 4.1).



### Figure 4.1. Students' Response Means toward the Benefits of the Discovery Learning Strategy

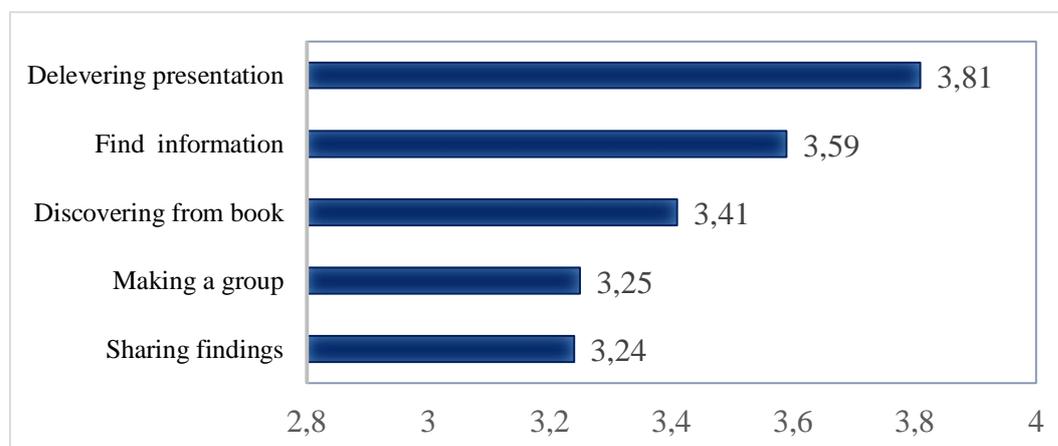
Figure 4.1 shows that the students of class XI at Widya Manggala Senior High School realized that the discovery learning strategy has many benefits to improve their reading comprehension. This finding confirmed Rahmi and Ratmanida's (2014) finding that indicated that discovery learning strategy can improve the students' reading skills. It was also confirmed by Sari (2016) who reported that discovery learning had a significant effect on students' reading comprehension.

These findings are strengthened by qualitative data obtained from the interview. Interviewee C, for instance, uttered that the discovery learning strategy motivated her to construct her reading comprehension. She stated *"Discovery learning motivates me to improve my reading comprehension. Because through discovery learning, I fell challenged to read a lot of books, search the material if I do not understand and answer the question. So, it directly gives me the motivation to improve my reading comprehension."*

### 2. Students' Perception of the Interest in Using the Discovery Learning Strategy on Reading Comprehension

The findings also revealed that a majority of the students are interested in improving reading comprehension by using discovery learning strategy. This is shown by the fact that they liked it when their teacher assigned them to find some information from the book (mean=3,59), sharing findings (mean=3,24), delivering through presentation (mean=3,81), the teacher makes a group (mean=3,25), and discovering something in the book (mean=3,41). (see Figure 4.2).

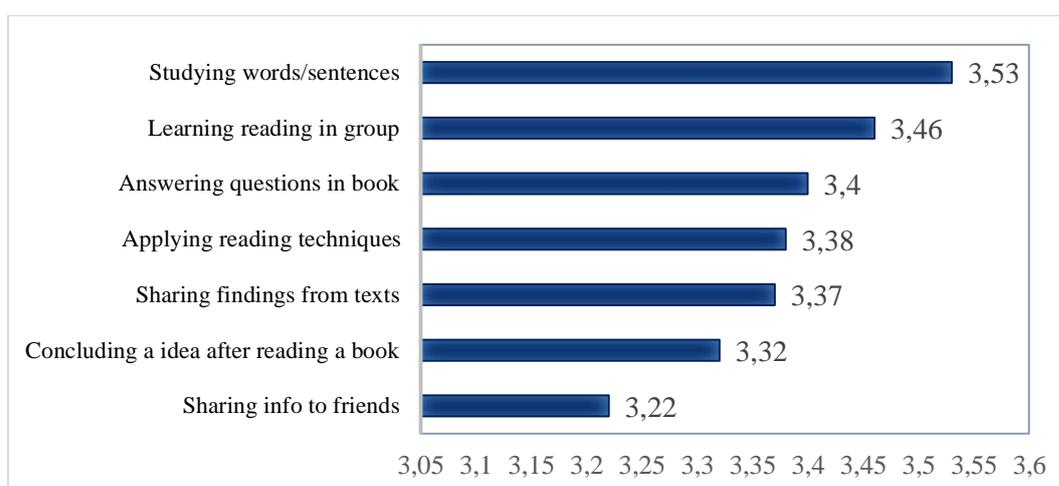
Based on these findings, it can be interpreted that most of the students enjoy improving reading comprehension through discovery learning strategy as we discussed above. These findings also are in line with Balim (2009) who had conducted this research in language learning. He (2009, p. 2) stated that discovery learning is a method that encourages students to feel comfortable and enjoy to make a conclusion based upon their activities and observations in text. Also, the highest mean (3, 81) was about the students' like to deliver their findings from a text/book through presentation and discussion with their classmates. This finding is supported by Hoffman (2013, p. 37) stated that "In discovery learning strategy, the majority of class time was spent talking and working with classmates to either share ideas and solve problems collectively."



**Figure 4.2. Students' Response Means toward the Interest in Using the Discovery Learning Strategy on Reading Comprehension**

These findings are supported by the interview results. According to interviewee A, many students were interested in using discovery learning to improve reading comprehension. She also said that she likes learning reading if the teacher provides many opportunities for the student to talk and share findings rather than the teacher spent much time talking in the classroom. She stated, "Yes I like, I think because the students have to practice or share the information what they comprehend or get from a book, so the teacher has to give a chance to the students in order to improve their ability."

**3. Students' Perception of the Experiences with the learning Activities the Discovery Learning Strategy on Reading Comprehension**



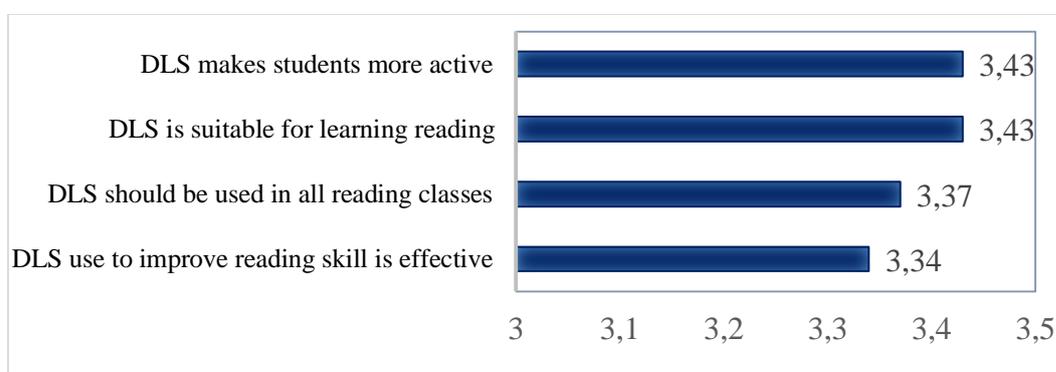
**Figure 4.3. Students' Response Means of the learning Activities on the Discovery Learning Strategy in Reading Comprehension**

The findings concerning the students' perception of the activities on the discovery learning strategy in reading comprehension show that the majority of students stated that they have big enthusiasm in following the activities of discovery learning strategy in leaning ready. It is supported by the students' response means of concluding an idea after reading a book/text (3,32), finding and using the technique in reading (3,38), given a chance for students to share their findings from the book (3,37), answering the questions in book (3,40), and the lowest response means (3,22) is sharing the information to their friends. The highest response means (3,46) is making a group in learning reading and (3,53) collecting some words/sentences form book/text (see Figure 4.3). These findings are line with Saritas (2005, p. 54) who explained that the process of discovery learning strategy in reading class is the activities in which there are many opportunities for learners to use and share knowledge in solving problems and Joolingen (1999, p. 386) who stated that the process of discovery learning is the learners can design their experiments to reduce their lack of vocabulary by collecting vocabulary from books or another source. Because of these constructive activities, it is assumed that they will build their mastery until a higher level. Therefore, most of the students agreed that the activities of discovery learning strategy can attract or build students' enthusiasm in following the process of learning reading. From those discussions above, it can be summarized that in the activities

of discovery learning strategy in learning reading, all pupils are asked to be an active learner.

These findings are strengthened by qualitative data. It is obtained from the interview. Interviewee C said that university students prefer to follow the activities of discovery learning strategy in reading class rather than conventional learning strategy (TCL). In the activities of discovery learning, students are asked by the teacher to find and use the reading technique by themselves. Therefore, students believed that this strategy can make to be more active in learning reading. Interviewee C stated, "I think it is helpful if my lecturer ask me to find and use my own technique in learning reading because I will understand more about techniques that I want to use and find out more technique in learning reading than teacher explained it to me"

#### 4. Students' Perception of the Implementation Discovery Learning Strategy on Reading Comprehension



**Figure 4.4. Students' Response Means toward the Implementation of the Discovery Learning Strategy in learning Reading**

Finding concerning students' perception of the implementation of discovery learning strategy in learning reading reveal that majority of students stated that discovery learning is a strategy that fits in teaching reading. It is supported by the students' response means (3,43) was discovery learning can make students more active and can be implemented in learning reading, discovery learning strategy it is a good way to improve reading skill (3,34), and discovery learning strategy should be used in all reading classes (3,37). (see Figure 4.4). This finding can be strengthened by the researcher who has successfully improved reading comprehension through discovery learning strategy. Rahmi and Ratmanida (2014) contended that "Discovery learning strategy is a good way in teaching reading".

These findings are reinforced by the qualitative data obtained from the interview. Interviewee B and D said that they agreed with the implementation of discovery learning strategy to improve their reading comprehension and they also stated that discovery learning should be conducted in teaching reading. The former stated, "Yes of course, especially in level advanced or intermediate. So, it is very appropriate strategy for students in the university." The latter said, "Yes exactly, I think using discovery learning is a good way to improve my reading comprehension because it will force me to read a book a lot, so it can improve my comprehension in reading."

**Table 4.5. Students' Holistic Perception of the Implementation of the Discovery Learning Strategy in Reading Comprehension (n=68)**

No	Indicators	SD	D	N	A	SA
1	Benefits of Using DLS	57	83	139	150	115
2	Interest in Using DLS	35	34	93	96	82
3	Activities on DLS	36	72	139	132	97
4	Implementation of DLS	25	33	77	85	52
	Total	153	222	448	463	346
	Percentage	9.38	13.60	27.45	28.37	21.20
	Mean Score					3.38

The holistic responses (Table 4.5) shows that students' perception of the implementation of discovery learning strategy (DLS) in learning reading is positive though not very high. Only 22.98% of the participants strongly disagreed and disagreed that DLS implementation in learning reading is beneficial, interesting, helps in developing reading skills, and makes learners more active and reading improvement more effective. On the other hand, 49.57% of them agreed and strongly agreed, whereas the rests (27.45%) were neutral. The mean score of the responses (3.38) also indicated that the participants' perception is positive but not very high.

## CONCLUSIONS

Based on the findings data analysis and discussion, the researcher draws some conclusions. The participants' perception of the implementation of discovery learning strategy (DLS) in learning reading is positive though not very high. The positivity is shown by the findings indicating that the majority of the participants wanted to use the discovery learning strategy in learning reading because they believed that this strategy could help them to improve or develop their reading comprehension. They realized that this strategy could also make them more active and serious in the teaching and learning process. In learning reading, the students wanted the teachers to not spend much time explaining reading material at the beginning of the classroom. However, they were also interested in improving reading comprehension using this strategy and they hoped that this strategy can be implemented in all classes at Widya Manggala Senior High School.

To improve students' reading comprehension, teachers need to use the implementation of discovery learning strategy (DLS) because students viewed it beneficial, interesting, helps in developing reading skills, and makes learners more active and reading improvement more effective.

This study involve only a small number of participants from a senior high school. Also, the data was collected only by employed a questionnaire and interviews. To get a more comprehensive finding, future researches are recommended to involve a greater number of respondents from various schools. To get more rigorous data, the employment of various methods and instruments.

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