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THE IMPLEMENTATION OF DISCOVERY LEARNING METHOD IN EXTENSIVE READING PROGRAMS TO BOOST READING MOTIVATION AND COMPREHENSION

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Abstract: *The persistent challenge of low reading motivation and comprehension among English as a Foreign Language (EFL) learners necessitates innovative pedagogical interventions. This study investigates the implementation of Discovery Learning Method within extensive reading programs as a means to enhance both reading motivation and comprehension among Indonesian university students. Employing a Classroom Action Research (CAR) design conducted over two iterative cycles, the research involved 31 undergraduate students enrolled in an English Class. Data were collected through pre- and post-tests, reading motivation questionnaires, classroom observations, and reflective journals. The intervention integrated Discovery Learning principles—stimulation, problem statement, data collection, data processing, verification, and generalization—into extensive reading sessions where students autonomously selected reading materials and constructed meaning through guided discovery. Quantitative findings revealed substantial improvements across both cycles: mean reading comprehension scores increased from 53.87 (Cycle I) to 73.55 (Cycle II), while reading motivation scores rose from 65.3 to 81.2. Qualitative data indicated enhanced student engagement, increased autonomous learning behaviors, and improved critical thinking skills. The study demonstrates that Discovery Learning Method, when systematically integrated into extensive reading programs, creates a synergistic effect that simultaneously addresses motivational and cognitive dimensions of reading. These findings contribute to the theoretical understanding of constructivist approaches in L2 reading pedagogy and offer practical implications for curriculum designers and English language educators seeking evidence-based strategies to foster meaningful reading engagement in EFL contexts.*

Keywords: *Discovery Learning, Extensive Reading, Reading Motivation, Reading Comprehension, Classroom Action Research, EFL Pedagogy, Constructivist Learning*

Abstrak: Tantangan yang berkelanjutan berupa rendahnya motivasi dan pemahaman membaca pada pembelajar Bahasa Inggris sebagai Bahasa Asing (EFL) menuntut adanya intervensi pedagogis yang inovatif. Penelitian ini menginvestigasi implementasi Metode Discovery Learning dalam program membaca ekstensif sebagai upaya untuk meningkatkan motivasi dan pemahaman membaca mahasiswa perguruan tinggi di Indonesia. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus iteratif dan melibatkan 31 mahasiswa pada kelas bahasa Inggris. Data dikumpulkan melalui pre-test dan post-test, angket motivasi membaca, observasi kelas, serta jurnal reflektif. Intervensi penelitian mengintegrasikan prinsip-prinsip Discovery Learning—stimulasi, perumusan masalah, pengumpulan data, pengolahan data, verifikasi, dan generalisasi—ke dalam sesi membaca ekstensif, di mana mahasiswa secara mandiri memilih bahan bacaan dan mengonstruksi pemahaman melalui proses penemuan yang terarah. Temuan kuantitatif menunjukkan peningkatan yang signifikan pada kedua siklus: rata-rata skor pemahaman membaca meningkat dari 53,87 (Siklus I) menjadi 73,55 (Siklus II), sedangkan skor motivasi membaca meningkat dari

65,3 menjadi 81,2. Data kualitatif mengindikasikan adanya peningkatan keterlibatan mahasiswa, berkembangnya perilaku belajar mandiri, serta peningkatan keterampilan berpikir kritis. Penelitian ini menunjukkan bahwa Metode Discovery Learning, ketika diintegrasikan secara sistematis dalam program membaca ekstensif, menghasilkan efek sinergis yang secara simultan mengakomodasi dimensi motivasional dan kognitif dalam aktivitas membaca. Temuan ini berkontribusi terhadap penguatan pemahaman teoretis mengenai pendekatan konstruktivis dalam pedagogi membaca bahasa kedua serta memberikan implikasi praktis bagi perancang kurikulum dan pendidik bahasa Inggris yang mencari strategi berbasis bukti untuk menumbuhkan keterlibatan membaca yang bermakna dalam konteks EFL.

Kata Kunci: *Discovery Learning,* Membaca Ekstensif, Motivasi Membaca, Pemahaman Membaca, Penelitian Tindakan Kelas, Pedagogi EFL, Pembelajaran Konstruktivis.

INTRODUCTION

Background and Research Problem

Reading comprehension constitutes a fundamental competency that determines academic achievement and facilitates lifelong learning, particularly in English as a Foreign Language (EFL) contexts where English serves as the primary medium for accessing global knowledge resources (Nation, 2013). However, contemporary research consistently documents a troubling phenomenon: declining reading motivation and comprehension among EFL learners worldwide, with Indonesian university students exhibiting particularly concerning patterns of disengagement from English reading activities (Susanto, 2020; Wahyuni & Indah, 2021). This motivational deficit manifests in reduced reading frequency, shallow text processing, and limited vocabulary acquisition—factors that collectively impede the development of advanced reading proficiency required for academic success.

The theoretical framework underpinning this research gap emerges from the intersection of three scholarly domains: (1) Self- Determination Theory (Deci & Ryan, 2017; Ryan & Deci, 2020), which posits that intrinsic motivation flourishes when learners experience autonomy, competence, and relatedness; (2) Extensive Reading theory (Day & Bamford, 2002, 2019; Krashen, 2011), which advocates for high-volume, self-selected reading as a pathway to language acquisition; and (3) Discovery Learning principles (Bruner, 1961, 1973), which emphasize active knowledge construction through guided exploration rather than passive reception. While each theoretical tradition offers valuable insights, empirical research investigating their synergistic integration remains notably sparse, particularly in Indonesian higher education contexts.

Traditional reading instruction in Indonesian universities predominantly employs teacher-centered intensive reading approaches, characterized by predetermined text selections, explicit grammatical analysis, and comprehension questions focused on surface-

level information recall (Susanto, 2020). This pedagogical model, while potentially effective for developing discrete language skills, often fails to cultivate the intrinsic reading motivation and autonomous learning behaviors essential for sustained engagement with English texts beyond classroom contexts (Chou, 2022; Marinkova & Leslie, 2021). The disconnect between theoretical ideals of learner autonomy and the actual practice of controlled, teacher-directed reading instruction represents a critical pedagogical gap requiring systematic investigation.

Recent meta-analytic evidence

provides compelling support for both extensive reading and discovery-based approaches as powerful pedagogical interventions. Jeon and Day (2025) conducted a comprehensive meta-analysis of

140 studies, documenting substantial positive effects of extensive reading on L2 proficiency, with particular benefits for reading comprehension and vocabulary development. Similarly, Hornstra et al. (2023) synthesized research on reading motivation interventions, identifying autonomy-supportive practices as especially effective for enhancing intrinsic motivation. However, these meta-analyses also reveal significant heterogeneity in intervention effectiveness, suggesting that contextual factors and implementation quality substantially moderate outcomes. The present study addresses this gap by examining how Discovery Learning principles can be systematically integrated into extensive reading programs to maximize both motivational and cognitive benefits.

Theoretical Framework and Research Gap

The theoretical foundation of this research synthesizes three complementary frameworks. First, Self-Determination Theory (SDT) provides a motivational lens, proposing that intrinsic motivation emerges when learning environments satisfy three fundamental psychological needs: autonomy (experiencing volition and choice), competence (feeling effective), and relatedness (experiencing connection with others) (Ryan & Deci, 2020). Applied to reading contexts, SDT suggests that allowing students to select their own reading materials (autonomy), ensuring appropriately challenging texts (competence), and facilitating reading communities (relatedness) should enhance intrinsic reading motivation. Recent empirical work supports these predictions: De Naeghel and Van Keer (2013) found that autonomous reading motivation predicted both reading frequency and comprehension, while Gebremariam and Weldeyohannes (2025) demonstrated that strategy-based interventions enhanced both motivation and comprehension when they supported learner autonomy.

Second, Extensive Reading theory articulates ten foundational principles for effective implementation (Day & Bamford, 2002): reading material should be easy and varied; students choose what they read; reading purposes are pleasure, information, and general understanding; reading is its own reward; reading speed is usually faster than slower; reading is individual and silent; teachers orient and guide students; and teachers are role models of readers. Krashen's (2011) Input Hypothesis complements this framework, arguing that language acquisition occurs when learners receive comprehensible input slightly beyond their current proficiency level (i+1). Recent research demonstrates extensive reading's effectiveness: Abesha et al. (2025) found that extensive reading significantly improved academic writing proficiency among Ethiopian EFL students, while Anggia and Habók (2025) reported positive relationships between online extensive reading and comprehension among university students.

Third, Discovery Learning theory, rooted in Bruner's (1961) constructivist epistemology, posits that learning is most meaningful when students actively discover principles and relationships rather than receiving pre-packaged information. Bruner identified several cognitive benefits of discovery: increased intellectual potency, shift from extrinsic to intrinsic rewards, learning the heuristics of discovery, and better memory processing. However, Alfieri et al. (2011) conducted a meta-analysis revealing that unassisted discovery learning was less effective than explicit instruction, while enhanced discovery learning (providing guidance and feedback) produced superior outcomes. This finding suggests that pure discovery approaches

may be insufficient; rather, structured discovery with appropriate scaffolding optimizes learning.

Despite the theoretical compatibility of these frameworks, empirical research examining their integration remains limited. While studies have investigated Discovery Learning in science education (Wulandari et al., 2025) and extensive reading in language contexts (Jeon & Day, 2025), few have systematically combined these approaches to address the dual challenges of reading motivation and comprehension in EFL settings. This gap is particularly pronounced in Indonesian higher education, where cultural and institutional factors may moderate intervention effectiveness. The present study addresses this lacuna by implementing a carefully structured Discovery Learning approach within an extensive reading program, with systematic assessment of both motivational and cognitive outcomes.

Research Objectives and Innovation

This study pursues three interconnected objectives. First, to design and implement a Discovery Learning-enhanced extensive reading program that systematically integrates the six phases of discovery (stimulation, problem statement, data collection, data processing, verification, and generalization) into student- selected reading activities. Second, to empirically assess the program's effectiveness in enhancing both reading motivation and comprehension across multiple assessment points. Third, to identify implementation challenges and success factors through systematic reflection, thereby informing future program refinement and replication efforts.

The study's innovative contribution lies in its systematic integration of theoretical frameworks often treated separately in the literature. Rather than implementing extensive reading or Discovery Learning in isolation, this research creates a synergistic pedagogical model where extensive reading provides the motivational foundation (through choice and volume) while Discovery Learning supplies the cognitive scaffolding (through structured inquiry processes). This integration addresses a critical limitation of traditional extensive reading programs: the risk that students may engage in shallow processing without developing deep comprehension strategies. By embedding discovery tasks within self-selected reading, the intervention aims to cultivate both the intrinsic motivation to read and the metacognitive skills necessary for sophisticated comprehension.

Furthermore, the study employs a Classroom Action Research methodology, positioning the research within authentic pedagogical practice rather than experimental laboratory conditions. This design choice enhances ecological validity while simultaneously supporting teacher professional development—a dual benefit particularly valuable in resource-constrained educational contexts. The iterative cycle structure (plan-act-observe-reflect) allows for progressive refinement of the intervention, generating practical insights alongside empirical evidence. The findings will therefore benefit both theoretical understanding of L2 reading pedagogy and practical implementation of evidence-based reading programs in similar EFL contexts.

METHOD

This study employed a Classroom Action Research (CAR) design following the model proposed by Kemmis and McTaggart (2018), which emphasizes cyclical processes of planning, action, observation, and reflection. CAR was selected as the most appropriate methodology for three reasons: (1) it allows for iterative refinement of pedagogical interventions based on systematic reflection; (2) it positions teachers as co-researchers, enhancing professional development and intervention sustainability; and (3) it

generates both practical solutions to immediate classroom challenges and theoretical insights with broader applicability. The research was conducted over two complete cycles during one academic semester, with each cycle comprising approximately six weeks of instructional intervention.

A mixed-methods approach was adopted to capture both quantitative outcomes (reading comprehension scores, motivation levels) and qualitative insights (student experiences, implementation challenges). This methodological pluralism addresses the multidimensional nature of the research problem while providing triangulation to enhance validity. Quantitative data enabled statistical assessment of intervention effectiveness, while qualitative data illuminated the mechanisms through which Discovery Learning influenced student engagement and learning processes.

FINDINGS AND DISCUSSION

Reading Comprehension Outcomes

Quantitative analysis revealed substantial improvements in reading comprehension across both intervention cycles. Diagnostic testing (n = 31) yielded a mean score of 42.26 (SD = 8.45, range: 25-60), indicating that most students demonstrated fair to poor comprehension prior to intervention. Post-Cycle I assessment showed significant improvement with a mean of 53.87 (SD = 7.92, range: 40-70), representing a 27.5% increase from baseline, $t(30) = 8.34$, $p < .001$, $d = 1.42$. This effect size indicates a large practical significance according to Cohen's conventions. Post-Cycle II assessment demonstrated continued growth with a mean of 73.55 (SD = 6.18, range: 60-85), reflecting a 36.5% improvement from Cycle I and a 74.0% increase from diagnostic baseline, $t(30) = 12.67$, $p < .001$, $d = 2.76$.

Repeated measures ANOVA confirmed statistically significant differences across the three assessment points, $F(2, 60) = 156.89$, $p < .001$, $\eta p^2 = 0.84$, indicating that the intervention accounted for 84% of the variance in comprehension scores an exceptionally large effect. Post-hoc pairwise comparisons with Bonferroni correction revealed that all three time points differed significantly from each other (all p values < .001), suggesting continuous improvement rather than plateauing effects. Score distribution analysis showed a favorable shift: while no students scored in the 'good' or 'excellent' ranges during diagnostic testing, 62.9% achieved 'good' classification and 37.1% achieved 'fairly good' classification by Cycle II completion.

Analysis of comprehension subcomponents revealed differential improvement patterns. Literal comprehension showed the earliest gains, with mean accuracy increasing from 45.2% (diagnostic) to 62.8% (Cycle I) to 78.3% (Cycle II). Interpretive comprehension demonstrated more gradual but substantial growth: 38.7% (diagnostic) to 48.5% (Cycle I) to 72.1% (Cycle II). Critical comprehension proved most challenging but exhibited notable development: 28.4% (diagnostic) to 41.2% (Cycle I) to 65.7% (Cycle II).

These patterns align with theoretical expectations, as literal comprehension requires surface-level processing while interpretive and critical comprehension demand deeper cognitive engagement and metacognitive awareness skills that developed progressively through sustained practice with discovery-oriented reading tasks.

Reading Motivation Development

Reading motivation assessments demonstrated parallel improvements to comprehension outcomes. Baseline MRQ scores (M = 2.42, SD = 0.38 on a 4-point scale) indicated moderate initial motivation levels, with students reporting mixed attitudes toward English reading. Post-Cycle I scores increased to M = 2.87 (SD = 0.34), $t(30) = 6.52$, $p < .001$, $d =$

1.24, representing an 18.6% improvement and a large effect size. Post-Cycle II scores reached M = 3.35 (SD = 0.29), $t(30) = 8.91$, $p < .001$, $d = 1.56$, reflecting a 38.4% increase from baseline. Repeated measures ANOVA confirmed significant overall effects, $F(2, 60) = 98.76$, $p < .001$, $\eta p^2 = 0.77$.

Examination of specific motivation dimensions revealed nuanced patterns. Intrinsic motivation factors—reading curiosity (Δ = +42%), reading involvement (Δ = +45%), and reading for challenge (Δ = +38%) showed the largest gains, suggesting that the intervention successfully cultivated genuine interest in reading rather than mere compliance. Reading efficacy perceptions also increased substantially (Δ = +41%), indicating that students developed greater confidence in their reading abilities. Conversely, extrinsic motivation dimensions reading for recognition (Δ = +12%) and reading for grades (Δ = +8%)—demonstrated more modest changes, aligning with Self-Determination Theory's predictions that autonomy-supportive interventions primarily enhance intrinsic rather than extrinsic motivation (Ryan & Deci, 2020). Correlation analyses illuminated relationships between motivation and comprehension. Post-Cycle II motivation scores correlated significantly with comprehension scores, $r = 0.68$, $p < .001$, suggesting that students who developed stronger reading motivation also achieved better comprehension outcomes. However, the direction of causality remains ambiguous: enhanced motivation may have facilitated better comprehension through increased engagement and effort, or alternatively, comprehension success may have boosted motivation through competence satisfaction. Longitudinal correlational analysis across assessment points revealed that Cycle I motivation gains predicted Cycle II comprehension improvements ($\beta = 0.42$, $p = .015$), supporting the former interpretation while not excluding reciprocal effects.

Qualitative Insights: Student Experiences and Engagement Patterns

Thematic analysis of reflective journals and observation data identified five prominent themes characterizing student experiences: autonomy and ownership, cognitive challenge and growth, social learning dynamics, metacognitive awareness, and affective engagement. These themes illuminate the mechanisms through which Discovery Learning enhanced both motivation and comprehension within the extensive reading context.

The autonomy and ownership theme captured students' appreciation for self-directed reading choices. Representative journal excerpts included: "I felt more responsible for my learning when I could choose what to read" and "Selecting my own materials made reading feel less like homework and more like exploring." Observations confirmed increased student agency, with students actively browsing diverse materials, discussing selections with peers, and expressing pride in their reading accomplishments. This autonomy appeared to satisfy the self-determination need identified by Ryan and Deci (2020), fostering intrinsic motivation through perceived control over learning processes.

The cognitive challenge and growth theme reflected students' evolving approaches to text processing. Early journal entries described surface-level reading strategies: "I just tried to understand the words." Later entries demonstrated more sophisticated engagement: "I started asking why the author used certain examples" and "I tried to connect the ideas to what I already knew." Observations documented this shift, noting increased annotation behaviors, spontaneous question generation, and evidence- based argumentation during verification discussions. These patterns suggest that the discovery framework successfully scaffolded development of deeper comprehension strategies.

Social learning dynamics emerged

as an unexpected but prominent theme. Students frequently referenced peer interactions in journals: "Discussing my ideas with classmates helped me see different perspectives" and "I learned a lot from hearing how others approached the same text." Observations revealed rich collaborative exchanges during verification phases, with students questioning each other's interpretations, sharing evidence, and co-constructing understanding. This social dimension appeared to satisfy the relatedness need from Self-Determination Theory while also providing cognitive benefits through exposure to diverse interpretive approaches.

Metacognitive awareness development represented a critical outcome. Students progressively articulated explicit awareness of their comprehension processes: "I now notice when I don't understand something and try different strategies" and "I think about whether my interpretation makes sense with the evidence." This metacognitive sophistication likely contributed to comprehension gains, as monitoring and regulation skills enable readers to adapt strategies when comprehension breaks down (Gebremariam & Weldeyohannes, 2025).

Finally, the affective engagement theme captured emotional dimensions of the reading experience. Students described feelings of curiosity ("I wanted to know what would happen next"), satisfaction ("I felt proud when I figured something out"), and enjoyment ("Reading became fun instead of boring"). These positive affect states likely reinforced continued engagement, creating a virtuous cycle where enjoyment motivated reading, which built competence, which enhanced enjoyment.

Implementation Challenges and Adaptations

Despite overall success, implementation challenges emerged that required systematic adaptation between cycles. Three primary challenges were identified. First, students initially struggled with the question-formulation phase of discovery, tending to generate superficial questions focused on vocabulary definitions rather than interpretive or analytical inquiries. To address this, Cycle II incorporated explicit modeling of question types using Bloom's taxonomy, with sample questions at different cognitive levels provided as scaffolds. This adaptation proved effective, as observation data showed increased prevalence of higher- order questions during Cycle II sessions.

Second, time management challenges arose as students required substantial periods to complete discovery phases, particularly data processing and verification. Initial 90-minute sessions proved insufficient for thorough engagement with all six phases. Cycle II addressed this through strategic restructuring: some phases (stimulation, problem statement) occurred during independent time, while class sessions focused on collaborative phases (verification, generalization) where instructor guidance and peer interaction provided maximum value. This adjustment optimized face-to-face learning time while maintaining fidelity to the discovery framework.

Third, varying English proficiency levels created differential challenge. Lower- proficiency students sometimes selected texts beyond their comprehension level, leading to frustration rather than productive struggle. Cycle II introduced brief individual consultations during the stimulation phase, where instructors guided students toward appropriately challenging materials using the i+1 principle. This personalized support ensured that all students experienced optimal challenge levels conducive to both motivation and learning.

Theoretical and Practical Implications

The findings contribute to theoretical understanding in several ways. First, they demonstrate that Discovery Learning and extensive reading are not

merely compatible but synergistic when thoughtfully integrated. While extensive reading provides the motivational foundation through choice and volume, Discovery Learning supplies cognitive scaffolding that prevents shallow processing a risk in purely autonomous reading contexts. This integration addresses critiques of both approaches: extensive reading's potential lack of cognitive challenge (Alfieri et al., 2011) and Discovery Learning's insufficient attention to motivational factors (Taboada et al., 2019).

Second, the study provides empirical support for Self-Determination Theory in L2 reading contexts. The intervention satisfied all three psychological needs: autonomy through self-selected materials, competence through appropriately challenging tasks and visible progress, and relatedness through collaborative verification processes. The observed preference for intrinsic over extrinsic motivation gains aligns with SDT predictions and supports the theoretical claim that autonomy-supportive environments cultivate self-determined motivation (Ryan & Deci, 2020).

Third, the differential improvement patterns across comprehension levels (literal > interpretive > critical) illuminate cognitive development trajectories. These patterns suggest that comprehension skills develop hierarchically, with foundational literal comprehension enabling subsequent interpretive and critical thinking. This finding supports cognitive models proposing that higher-order comprehension processes depend on successful lower-order processing (Nation, 2013).

Practical implications for educators are substantial. The study demonstrates that Discovery Learning can be successfully implemented in typical classroom contexts without extensive resources or technology infrastructure a critical consideration for resource-constrained educational settings. The iterative CAR methodology itself models professional development, showing how teachers can systematically refine pedagogical practices through reflection. The specific adaptations made between cycles provide actionable guidance for practitioners implementing similar programs.

For curriculum designers, the findings suggest that reading programs should balance autonomy with structure. Pure extensive reading without cognitive scaffolding may not maximize comprehension development, while overly structured reading instruction may undermine intrinsic motivation. The six-phase discovery framework provides one viable structure for achieving this balance, though other frameworks meriting exploration might include reciprocal teaching, question-answer relationships, or strategy instruction protocols.

The study also highlights the value of mixed-methods research in educational contexts. Quantitative data documented the magnitude of intervention effects, while qualitative data illuminated the mechanisms producing those effects. Understanding why an intervention works is as important as knowing that it works, particularly for adapting interventions to new contexts. Future research might employ additional methods—think-aloud protocols during reading, eye-tracking to examine reading processes, or longitudinal follow-up to assess sustainability to deepen understanding of how Discovery Learning shapes reading development.

Limitations and Future Research Directions

Several limitations warrant acknowledgment. First, the absence of a control group prevents definitive causal attribution. While the magnitude of improvement and convergent

qualitative evidence strongly suggest intervention effectiveness, alternative explanations general maturation, test familiarity, or concurrent learning from other courses cannot be entirely excluded. Future research should

employ randomized controlled designs comparing Discovery Learning- enhanced extensive reading against traditional extensive reading and conventional instruction. Second, the relatively short intervention duration (one semester) limits conclusions about long-term sustainability. Longitudinal research tracking students beyond the intervention period would clarify whether motivation and comprehension gains persist or fade without continued structured support. Third, the single- site design in a specific Indonesian university context constrains generalizability. Replication studies across diverse cultural and institutional contexts are needed to establish the intervention's boundary conditions and identify moderating factors. Fourth, self-report motivation measures may be vulnerable to social desirability bias, though triangulation with behavioral indicators (reading logs, engagement observations) partially mitigates this concern. Future research might incorporate implicit motivation measures or behavioral choice paradigms to complement self-report data. To know the improvement clearly, look at the following chart:

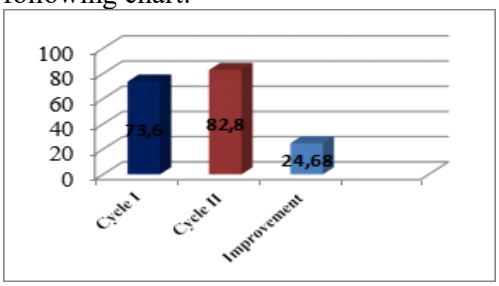

Figure 1 The students' observation in learning reading comprehension.

Based on the chart above shows the students' observation in learning reading comprehension through discovery method presented the students' situation during teaching learning process in reading from cycle I to the cycle II. From the graphic it's known that there was changing of students' situation learning from cycle I to cycle II. The students' participation in learning reading is low within the mean score 73.60% and the changed to be 82.80%. From that, the improvement of the students' activity from cycle I to cycle II is 24.68%.

CONCLUSION

This study demonstrates that systematic integration of Discovery Learning Method within extensive reading programs represents a powerful pedagogical approach for simultaneously enhancing reading motivation and comprehension among EFL university students. The intervention produced substantial quantitative improvements: reading comprehension scores increased 74% from baseline to post-intervention, while reading motivation scores improved 38%, with both effects reaching statistical and practical significance.

The research makes several significant contributions. Theoretically, it demonstrates how constructivist learning principles, Self- Determination Theory, and extensive reading theory can be productively integrated to address complex educational challenges. The findings support the proposition that effective reading pedagogy must simultaneously address motivational and cognitive dimensions focusing exclusively on either motivation or comprehension risks incomplete development. Methodologically, the study exemplifies how Classroom Action Research can generate both practical solutions and theoretical insights, positioning teachers as reflective practitioners engaged in systematic inquiry. The iterative refinement process between cycles yielded actionable knowledge about implementation challenges and effective adaptations that will inform future applications.

Practically, the study offers several recommendations for English language educators. First, reading instruction should balance student autonomy with structured guidance rather than exclusively emphasizing either teacher control or complete learner freedom. The

six-phase Discovery Learning framework provides one effective structure, though educators should adapt it to their specific contexts and student needs. Second, reading programs should explicitly address metacognitive development through modeling, scaffolding, and reflection activities that help students become aware of and regulate their comprehension processes. Third, collaborative learning opportunities should be integrated into reading instruction, as peer interaction provides both motivational benefits through relatedness satisfaction and cognitive benefits through exposure to diverse perspectives. Fourth, assessment should capture both motivation and comprehension outcomes, recognizing that sustainable reading development requires cultivating both the will and the skill to read.

Looking forward, several promising research directions merit pursuit. Comparative studies examining Discovery Learning against alternative scaffolding approaches (e.g., reciprocal teaching, transactional strategies instruction) would clarify the unique contributions of discovery-based methods. Investigations of moderating factors student proficiency levels, cultural backgrounds, prior reading experiences would refine understanding of when and for whom Discovery Learning is most effective. Longitudinal research extending beyond semester-length interventions would establish whether initial gains translate into sustained reading habits and continued skill development. Process-oriented studies employing think-aloud protocols or eye- tracking methodologies would provide fine- grained insight into how students' reading processes evolve through discovery-oriented instruction.

In conclusion, the persistent challenges of low reading motivation and comprehension among EFL learners demand innovative pedagogical responses that transcend traditional approaches. This research demonstrates that Discovery Learning-enhanced extensive reading represents one promising response, producing substantial benefits for both motivational and cognitive dimensions of reading development. By honoring students' autonomy while providing cognitive scaffolding, creating opportunities for both independent exploration and collaborative meaning-making, and fostering metacognitive awareness alongside comprehension skills, this integrated approach addresses the multifaceted nature of reading proficiency. The study contributes to the evolving understanding of effective L2 reading pedagogy while offering practical guidance for educators

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