

ABSTRACT

Desi, (2021): Teacher-Selected Strategies for Teaching Reading Comprehension of Procedure Text to EFL Students in a Remote Area (A Case Study on the nine -grade Students of a Junior High School in Bandung Barat Regency in Academic Year 2020/2021)

This study is intended to find out the teaching strategies in reading comprehension of procedure text used by an English teacher to nine-grade students of a junior high school in Bandung Barat Regency. Particularly, this study was intended to seize the goal: 1) to describe the selected strategies the English teacher uses for teaching reading comprehension of procedure text to EFL students in a remote area, 2) to describe the implementation of the English teacher's strategies for teaching reading comprehension of procedure text to EFL students in a remote area.

This study used a qualitative research design, specifically a case study. The participant in this research is a teacher who taught English to the nine-grade students of a junior high school in Bandung Barat Regency. The researcher used observation and interviews to gain the data. First, the observation was purposed to determine the English teacher's strategy and the implementation of the English teacher's strategies for teaching reading comprehension. Then, the interview to find out the English teacher's strategies for teaching reading comprehension to EFL students in a remote area.

This research showed that the strategies the English teacher uses for teaching reading comprehension of procedure text to EFL students in a remote area ; (1) Scaffolding strategy (2) Question and answer relationship strategy. Second, this research investigates the implementation of the English teacher's strategies for teaching reading comprehension of procedure text in a remote area. The finding showed that the teacher used the scaffolding strategy in the pre-reading activity by helping students when they get words that are difficult to understand in the text. Second, the teacher uses the question and answer relationship strategy during reading activities and post-reading activities. Second, the teacher used a question and answer strategy in class to enable students to learn reading comprehension, and the teacher asked students several questions related to the materials. So, the students can answer these questions. In conclusion, this research shows that scaffolding and question-and-answer relationships were helpful to improve the students' reading comprehension. Then, this research is the source of information for English teachers about teaching reading comprehension of procedure text in the classroom, especially for English teachers in a remote area, and becomes a reference for other English teachers in a remote area.

Key Words: Teacher Strategies, Teaching Reading Comprehension, Remote Area