

ABSTRACT**Identifying Ten Essential Elements of Effective Reading Comprehension Instruction Found in EFL Classroom Implemented by Two English Teachers of SMAK Untung Suropati Sidoarjo****Ni Putu Putri Yasih**

Reading is not an innate ability and it has to be learned to get a lot of information, especially at school. In formal school, teachers play the important role to guide the students to get better understanding in reading in EFL (English as a Foreign Language) classroom. The best way to get final goal of reading itself is comprehension. In this case, the teachers may be teaching reading with different instructions. The writer used ten essential elements of effective reading comprehension instruction proposed by Duke et al. (2011) and GRR model theorized by Pearson and Gallagher (1983) to be the foundation to analyze teachers' instruction implemented by two teachers. The writer used video recording and stimulated recalling during the interviewing. In this study, the writer used qualitative method in identifying the elements of effective reading comprehension. The participants were 29 students of class XI IPA-2 and 29 students of class XI IPA-3 at SMAK Untung Suropati Sidoarjo with two English teachers. The finding is both teachers implemented elements and sub-elements of effective reading comprehension instruction partially. Different instructions of both teachers influence students' target score in reading comprehension. The students' mean score shows the readers that in the 45 minute teaching duration, teacher B chose to focus on constructing the meaning, rather than spending the time duration to discuss the new vocabulary. While teacher A tended to spend the time to discuss the vocabulary longer than teacher B.

Keywords: EFL classroom; Gradual Release of Responsibility (GRR); reading comprehension instruction; ten essential elements