

## ABSTRACT

Rangi, Celona Adelia. *The Implementation of Teaching Learning Cycle of Genre-Based Approach and Roles of the Teacher in Twelfth Grade Acceleration Class of SMA Negeri 1 Gresik*. A thesis submitted as partial fulfillment of requirement for the Sarjana Degree of the English Department, Faculty of Humanities.

The present study is aimed to identify the implementation of teaching-learning cycle of genre-based approach in the twelfth grade acceleration class of SMA Negeri 1 Gresik. The study also focuses on investigating the roles played by the teacher in teaching English using genre-based approach toward the acceleration students. The class observations and an interview with the English teacher were done in order to collect the data. In analyzing the data, the teaching-learning cycle proposed by Feez (2002) and roles of the teacher proposed by Harmer (2007) were used as the primary tools. From the data analysis, out of five stages in the teaching-learning cycle, the teacher only implemented three of them (*building the context, modelling and deconstructing the text, and independent construction of the text*) and skipped the two stages (*joint construction of the text and linking related text*). In addition, the observations and the interview showed that in implementing the cycle, the teacher acted four kinds of role from the five roles. They are roles as a *controller, prompter, participant, and, resource*, while the role as a *tutor* was not played by the teacher. Moreover, the role as a controller was the dominant role in implementing the cycle. The result of the study showed that the roles of the teacher support the implementation of the teaching-learning cycle which is also considered as a helpful guideline, but the dominant role as a *controller* might not be appropriate with the characteristic of accelerated learning. Therefore, this study suggest that the teacher can focus on nurturing the students, instead of controlling the students and can apply more various roles that support the implementation of genre-based approach during the English teaching process to meet the different needs of acceleration students.

Key words: Genre-Based Approach, Teaching Learning Cycle, Roles of the Teacher, Acceleration Class