The Rhetorical Structure of Students' Presentation in Speaking Class

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ABSTRACT

This study aims to find the rhetorical structure of *Move* and *Step* which are often found in the Speaking for Presentation class. Additionally, this research looks into the typical pattern of students' presentations in the Speaking for Presentation class. This study used a mixed-method research strategy that incorporates qualitative and quantitative data. The object of the research is 30 video presentations of 4th-semester English education students from the Speaking for Presentation class at Bengkulu University. From this study, it was found that the rhetorical structures of the Moves and steps that are most often found in students' presentations in the Speaking for Presentation class are *Greeting the audience*, *Introduction of oneself/other speakers*, *Announcing the topic of oral presentation*, *Hortatory/narration, Summarizing the points/conclusion*, and *Thanking/Thank you*. Then, the second of the Moves and the steps that are most often found in students' presentations in the Speaking for Presentation class are *Leading the audience into the content* and *Suggestion*. Furthermore, the typical patterns found in student presentations are Obligatory and Conventional.

Keywords: *Rhetorical Structure, Oral Presentation, Students Presentation*

INTRODUCTION

Nowadays, language is very important. Language is often used as a tool to communicate. Through language, people can communicate with each other. As a communication tool, a language is a tool of social interaction that helps an individual to state something or express to his or her interlocutor in a social group to communicate. Language can be a reflection of someone's thoughts (Noermanzah, Wahyuni, Astuti, Wardhana, Syafryadin, 2020). Kosasih (2003) added that feelings of happiness, joy, sadness, hope, and other feelings can be expressed through language (as cited in Noermanzah, et al., 2020). Considering the many benefits of a language, it is better if language learning is held.

According to Noermanzah et al. (2020), learning a language is divided into four aspects, namely listening, speaking, writing, and reading. Speaking has the closest bond with a language. Bailey (2008) revealed that speaking is a language skill that requires the creation and delivery of verbal messages or meanings through the production of verbal utterances that are carried out systematically (cited in Aliyu, Korau, and Basiru, 2019). Therefore, speaking is a language that requires expertise. As stated by Noermanzah, Wahyuni, Astuti, Wardhana, and Syafryadin (2020), speaking requires ability, especially when doing public speaking.

One of the most common public speaking activities done by students is oral presentation. Students will often do oral presentations in all the courses they take. This is in line with the existing curriculum at the faculty of English education teacher training for undergraduates at the University of Bengkulu. This study program has compulsory subjects to be followed by all undergraduate students majoring in English in the fourth semester, namely the Speaking for Presentation Class. This course is an important oral genre for undergraduate students at universities. To present a good oral presentation, several stages must be done by students. From this course, undergraduate students in the academic field can find out the stages that must be carried out at the time of presentation that help undergraduate students deliver the material successfully, these stages are called rhetorical structures (Sing and Ali, 2019).

Raharjo and Nirmala (2016) have conducted research on the generic structure and cohesive devices in the presentation of the final project report submitted in English by Polynes accounting students. Previous research also discusses the rhetorical structure in the introductory chapters of postgraduate theses and journal articles

(Muhtadin and Noermanzah, 2017; Pujiyanti, Arsyad, and Arono, 2018). Another study investigated the generic structure and its pedagogical implications for thesis defense examinations conducted by undergraduate students (Samad and Adnan, 2018). Then, another research on rhetorical movements and linguistic features was used in academic oral presentations in the introductory section by Singh and Ali (2019). Viera (2019) has also examined the rhetorical structure in the abstract of the research article. Previous studies also discuss the rhetorical structure in speech (Noermanzah, Wardhana, Friantary & Arsyad, 2019; Noermanzah et al., 2020). Then, there was research on the rhetorical structure of the master ceremony of the Akikah event by Noermanzah, Syafryadin, Castrena, and Abid (2020).

Some of the relevant studies above show that there is still little research on the rhetorical structure of oral presentations. Especially the rhetorical structure in oral presentations in the Speaking for Presentation class. In addition, the rhetorical structure that will be examined in this study includes the introduction, body, and conclusion. So, from the results of this study, it will be known what kind of rhetorical structure (moves and steps) is often found in the students' presentations in speaking classes. Then, this study also investigates the typical patterns of students' presentation in speaking for presentation classes.

As has been shown from previous studies, the rhetorical structure has been extensively studied. However, there are still few studies that discuss the rhetorical structure of oral presentations. Especially, the rhetorical structure that discusses the whole moves and steps in an oral presentation. Several studies that have discussed the rhetorical structure in oral presentations only cover a few parts, such as the introduction section. Therefore, this study will discuss the rhetorical structure in the students' oral presentations as a whole, starting from the introduction, body, and conclusion sections.

This study investigates the rhetorical structure of English undergraduate students' presentations in speaking class at Bengkulu University. This is because no previous researcher has conducted a study on the rhetorical structure of English undergraduate students at Bengkulu University. To be precise, this study will be conducted on undergraduate students in the Speaking for Presentation Class. The rhetorical structure that will be investigated by undergraduate students will be carried out thoroughly. Starting from the beginning of the presentation to the end of the presentation. In addition, the typical

patterns of students' presentation in speaking classes will also be investigated.

THEORETICAL FRAMEWORK

The rhetorical structure is a descriptive theory of a major aspect of the natural organization of the text (Mann and Thompson, 1992, as cited in Widodo 2020). Noermanzah et al. (2020) add that rhetoric is needed by everyone who communicates and makes a language a forum for unified behavior. This is because language has the potential to shape and succeed in understanding, so it requires cultivation and art in its delivery. Bailey (2008) defines speaking as a language skill that involves the production and delivery of messages or meanings orally through the systematic production of verbal utterances (as cited in Aliyu, Korau, and Basiru, 2019). One of the most crucial talents that students need for higher education and future professions is presenting skills, namely oral presentations, according to this survey (Nouh, Kareem, and Taqi, 2015). Referring to Levin and Topping (2006), a structured speech that requires rehearsal in which a speaker introduces a subject to the audience is known as an oral presentation (as cited in Gurbuz and Cabaroglu, 2021). Oral presentations are important in learning English, especially for undergraduate students. As a highly routine classroom activity for students, oral presentations have proven beneficial for the development of second language learners and related personal skills.

Presentations are a crucial way to communicate information to others, yet they can be dry and tedious at times. When people are bored, their brains wander and they fail to pay attention to the information they need to comprehend. A successful presentation may easily communicate all of the relevant information by capturing the audience's attention. For this reason, careful preparation is needed to get satisfactory results from a presentation. One of the things that can make a presentation successful is the use of a rhetorical structure. Less successful presentations are usually due to the unpreparedness of a presenter. Things that cause a less successful presentation such as not involving the audience at the beginning of the presentation, the information presented is not well organized, the delivery of information is not clear, there is no preparation, and others.

Looking at the first model of the rhetorical structure of Singh and Ali (2019), it certainly cannot fulfill the wishes of the researcher. The moves and steps in the rhetorical structure model of Singh and Ali (2019) are appropriate to be used as guidelines for analyzing the

rhetorical structure in oral presentations, it's just that the moves and steps used do not yet exist for the body section and closing section. Therefore, the researcher took moves and steps for the body section and the closing section of the model used by Raharjo and Nirmala (2016) and Seliman (1996). In short, the researcher proposes a model adapted from the three previous models. As can be seen in the figure below:

1. **Introduction**
   Move 1A: Listener Orientation
   Step 1A – Greeting the audience
     Step 1B – Reciting Prayer
     Step 1C – Introduction of oneself/other speaker(s)
   Move 1B: Content Orientation
   Step 1D – Leading audience into the content
     Step 1E – Announcing the topic of the oral presentation
     Step 1F – Outline structure/Indicate the scope
2. **Body**
   Move 2: Body
   Step 2 - Hortatory/narration
3. **Conclusion**
   Move 3: Conclusion
   Step 3A – Summarizing the points/Conclusion
   Step 3B - Suggestion
   Step 3C – Invite question
   Step 3D - Thanking

Furthermore, the researcher has also prepared several examples of the rhetorical structure of moves and steps taken from several previous studies that have been adapted in the figure above. The example is shown below:

Introduction

The introduction is a very crucial subgenre in research. The introduction section is considered to be a fairly important part because of the introduction for most researchers and the obstacles in the main rhetorical structure. Especially for novice researchers, the introduction feels more intimidating (Burgess, 2002). In this section, readers can determine whether they want to continue reading or not. Therefore, this section is considered important enough to be made as interesting as possible. The parts of the introduction to this study are:

Listener Orientation / M1A

The first part is about listener orientation. Referring to Rowley-Jolivet and Carter-Thomas (2005), oral presentations typically start

with Move 1 – *Listener Orientation*. This move is also often referred to as the 'Interpersonal framework' in their studies. The function of the Move is to direct audiences. In addition, this Move also has a function to prepare listeners for presentation topics that will be delivered and discussed. Move 1 - *listener orientation* is divided into 3 steps, step 1A – *Greeting the audience*, step 1B – *Reciting prayer*, and step 1C - *Introduction of oneself/another speaker (s).* The explanations and examples of these 3 steps can be seen below:

Step 1A – *Greeting the audience*
Example:

Assalamu'alaikum (Arabic greeting) ***very good morning to . . .*** (Singh and Ali, 2019)

The first step is to greet the audience. This step aims to orient or prepare the audience when the presentation will begin. When greeting the audience, we can use the greeting in Arabic as in the example above. Then, after greeting the audience, the next step is reciting a prayer or in this study, it is called step 1B - *Reciting prayer*. For more details, see the example below:

Step 1B – *Reciting Prayer*
Example:

Before we begin our presentation, let's begin with surah Al-Fatihah. (Singh and Ali, 2019)

After greeting the audience, the next step is reading a prayer. In this step, the presenter will invite the audience to pray to God before starting the presentation. The prayer reading before starting the presentation aims to ask God for guidance so that the activities run smoothly. Based on research conducted by Singh and Ali (2019), this step involves reciting verses from the Qur'an that appear in 25% (5 out of 20). then, after reciting a prayer, a very important step is to introduce yourself when you are going to carry out the presentation. This step is referred to as step 1C - Introduction of oneself/other speakers (s). The explanation is below:

Step 1C – *Introduction of oneself/other speaker(s)*
Example:
Okay, **my name is** *………..(name)* ***I am the first presenter****. My name is ………(name) I am the* **second** *presenter. I am ……… (name) the* **third** *presenter and I am …….. (name) the* **last** *presenter* (Singh and Ali, 2019).

In this step, the presenter will introduce himself or herself. In addition to introducing themselves, they will also introduce other presenters if a presentation is done in groups and not individually. This step is a must-do so that the audience knows the speakers well. Then, after listener orientation, there is also content orientation. If listener orientation is the stage used to introduce presenters to the audience, then content orientation has the aim of being able to give a summary of the presentation's substance that will be discussed by the presenters.

Content Orientation / M1B

If listener orientation is the stage used to introduce presenters to the audience, then content orientation has the aim of being able to provide an overview of the content of the presentation that will be discussed by the presenters. The function of M1B - Content Orientation is to prepare the listener for the oral presentation's substance (Singh and Ali, 2019). Then, this move is divided into 3 steps, 1D – *Leading the audience into the content,* 1E – *Announcing the topic of the oral presentation,* and 1F – *Outlining structure/indicating scope*. The explanation can be seen below:

Step 1D – *Leading the audience into the content*
Example:

For your information **do you know what is** *Al Mudarabah? No? It is an Islamic concept of insurance and we apply this concept in our company* (Singh and Ali, 2019).

This step is called Leading the audience into the content. The presenter attempts to draw the audience into the discussion of the presentation topic at this point. The goal of this stage is to guide the audience toward the presentation's main point of discussion. In addition, this maneuver might help draw the audience member's attention to the subject being discussed. Then, the next step is announcing the topic of the oral presentation. The explanation is as follows:

Step 1E – *Announcing the topic of the oral presentation*
Example:

Today **I would like to share the proposal** *that our team has come up with…* (Singh and Ali, 2019).

In this step, the presenter informs the audience about the topic to be discussed. This aims to emphasize the topic that will be discussed with the audience. When the audience knows about the topic to be discussed, they will find it easier to follow the presentation. Next, step M1SF - *Outlining structure/Indicating scope*. The explanation is as follows:

Step 1F – *Outlining structure/Indicating scope*

Example:

*First... **firstly we will explain to you our purpose***... objective of *this work... **next, we will tell you about the problem statement** of this project... **then we tell what are the benefits of this project**, what precautions are kept in mind when implementing it, operation, our budget and **last but not least we will explain how it works*** (Singh and Ali, 2019).

The next step is to introduce the outline of the presentation material that will be discussed. In this step, presenters will provide an outline of their presentation material. This stage tries to inform the audience about the general organization or layout of the presentation topic (Singh and Ali, 2019). As a result, the audience is aware of the key messages that the presenters will transmit about the presentations that will be addressed. After the introduction, there is also the core part of a presentation, the body. This section contains the gist of the topics discussed in a presentation. The discussion can be seen below:

Body

The body of the oral presentation holds the content and essence of a presentation presented by the presenter, and it must be presented effectively to reach its audience (Seliman and Naitm, 2010). Then, Seliman (1996) added that because the body of the discourse was meant to be the key circumstance of the topic which needed the visuals most, that was the explanation offered before. According to Seliman (1996), the oral presentation's body was where the support of text appeared in the form of visual representations of the text. The explanation of this move can be seen below:

Body / M2

Step 2 – *Hortatory/narration*

Example:

Well, (the topic) of course is . . .

The definition of . . .

Based on the . . .(the topic) is . . .

This step is useful for explaining the core of the topics covered in the presentation. The presenters elaborated widely on the points mentioned in the outline. In this move, the presenter usually always starts by defining the topic that will be brought up. Then, the presenters will add definitions supported by several experts to strengthen their explanation of the topics discussed. In this section, the audience will be given an understanding of the material topics

presented by the presenters. Last, *Move* 3 is the conclusion. Explanations and examples of this move can be seen below:

Conclusion

This move is the last stage of a presentation. At this stage, the presenter will provide a conclusion from the presentation topic. Then, the presenter also gave suggestions to the audience. Followed by a question and answer session by the presenters and audience. And ends with a thank you from the speaker to the audience. Therefore, in this study, this move itself is divided into 4 steps, M3SA – *Summarizing the points/conclusion,* M3SB – *Suggestion,* M3SC – *Invite question,* M3SD – *Thanking/thank you.* For that, let's look at the explanation and examples below:

Conclusion / M3

Step 3A – *Summarizing the points/conclusion*
Example:
So, (the topic) is one of the important . . .

This step is an activity to make conclusions from the presentation material. The presenters provide points that contain a collection of conclusions from the topic that have been discussed. This conclusion has an important role. In a presentation, the presenter must be able to convey a brief but complete conclusion. This conclusion is made by answering the problems at the beginning of the presentation. That way, the audience becomes more aware and can capture the content of the presentation that has been delivered.

Step 3B - *Suggestion*
Example:
From the results of this presentation, **we recommend that you . . .**

After the conclusion, there are suggestions. Suggestions can be defined as input from presenters directed at the audience by the created theme. This is so that audiences who intend to research the same theme can more easily and effectively create and develop themes/topics. In this step, the presenters will provide recommendations for the audience. Recommendations are given following the conclusions of the topics discussed in the presentation. Next is the question and answer section between the presenter and the audience.

Step 3C – *Invite question*
Example:
Ok, now **we would like to invite you to give us a question** . . .

This step is called an invite question. In this step, presenters provide an opportunity for the audience to ask questions related to the topic of their presentation. In this step, the presenter invites the audience for a question-and-answer session. Then, the presenter allows the audience to voice their opinion and clarify any confusion they have about a topic that has been discussed previously. The goal is for the audience to have a deeper understanding of the topics discussed by the presenter.

Step 3D – *Thanking/Thank you*

Example:

Thank you for your attention . . .

The next step is thanking/thanking you. This step is the final step of the presentation. The presenters thanked the audience as a sign of the end of the presentation. This step is also a signal from the presenter to the audience that the presentation has ended.

RESEARCH METHODOLOGY

This study used a mixed-method research design as its methodology. To better understand a research problem, Creswell and Clark (2011) define mixed method research design as a process for gathering, analyzing, and "mixing" quantitative and qualitative methodologies in one study or series of studies (quoted in Creswell, 2012). Using a qualitative approach, the first research topic was addressed. While the second research question is answered by quantitative methods.

This study focuses on exploratory design. Based on Cresswell (2011), a method in which the researcher first investigates and analyzes qualitative data before applying the findings in a quantitative phase. The main goal of exploratory research is to understand a problem or situation better. This is a great way to provide a basis for further study or rigorous study at a later date.

The non-probability sample is the method of sampling that was employed in this investigation. The researcher targeted a specific group, well aware that it does not represent the larger population but only itself, and this intentional targeting resulted in the selectivity built into the non-probability sample. This is frequently the case with small-scale research, where no attempt is made to generalize the desired results, such as with one or two schools, two or three groups of pupils, or a specific group of teachers. This is frequently the situation in some ethnographic, action, or case study research (Cohen, Manion, and Morisson, 2005).

Purposive sampling is the kind of non-probability sample employed in this investigation. Based on Cohen, Manion, and Morisson (2005) In purposive sampling, based on their evaluation of their typicality, researchers select the instances to be included in the research sample. They construct samples in this manner to meet their particular demands. Later, Cohen, Manion, and Morisson (2005) emphasized that while this form of the sample may serve the researcher's need to collect data, it is purposefully and blatantly biased and does not claim to be representative of the larger population.

In this study, the data used were taken from presentations made by undergraduate students in the Speaking for Presentation Class. The performance of the undergraduate student presentation was recorded. Then, the recorded video of the presentation was analyzed by the researcher. The researcher will analyze the pattern of the rhetorical structure found in the video presentation by using the adapted model by Singh and Ali (2019), Raharjo and Nirmala (2016), and Seliman (1996). Following that, each piece of evidence will be further detailed and examined in light of the theories covered in the preceding chapter.

This research was conducted in the English language undergraduate study program, at Bengkulu University. The researcher chooses the English education study program at Bengkulu University because, in this study program, the Speaking for Presentation Class is a compulsory subject for students to take. The target population in this study is the fourth-semester undergraduate students majoring in English Education at Bengkulu University the total class is 3 classes.

Then, from the 3 classes, only a few students will be the samples in this study. Cohen, Manion, and Morrison (2011) defined a sample as a smaller group or subset. According to Arikunto (2010), sampling for research should be done if the subject has less than 100 participants. If the subject has more than 100 participants, 10-15%, 20-25%, or more can be sampled. The total of students that took the Speaking for Presentation class was 115 students. However, only 30 students will be the sample of this study.

Then, these 30 students will be taken 10 students from each class as representatives, where the total number of classes is 3. The reason the researcher decided that each class would have 10 students as representatives so that each class had the same number of representatives.

RESULTS & DISCUSSION

4.1. A. The Frequency of Moves and Steps in the Students' Presentation in Speaking Class

Table 1
The Frequency of Moves and Steps in the Students'
Presentation in Speaking Class

Moves	Steps	Students' Presentation	
		Frequency	Percentage
Introduction M1A – listener orientation	Step 1A – Greeting the audience	30	100%
	Step 1B – Reciting Prayer	0	0%
	Step 1C – Introduction of oneself /another speaker	30	100%
M1B – content orientation	Step 1D – Leading the audience into the content	20	67%
	Step 1E – Announcing the topic of the oral presentation	30	100%
	Step 1F – Outlining structure/ Indicating scope	11	36%
Body M2 – Body	Step 2A – Hortatory/ narration	30	100%
Conclusion M3 – Conclusion	Step 3A – Summarizing the points/ conclusion	30	100%
	Step 3B – Suggestion	26	86%
	Step 3C – Invite question	7	23%
	Step 3D – Thank you	30	100%

As indicated in the table above, three moves existed in students' presentation videos. Firstly, *Move 1 (M1) – Introduction* (listeners orientation and content orientation has consisted of two sub-moves such as MIA (listeners orientation) and MIB (content orientation). Next, the researcher found that *Move 2 (M2) – Body* and *Move 3 (M3) –*

Conclusion. All the moves that existed in the table above, just like *M1 – Introduction* (listeners orientation and content orientation), *M2 – Body*, and *M3 – Conclusion* has their steps for each of them and their frequency of occurrence.

Based on the table abov*e Move 1 – listener orientation* has 3 steps, namely *MISA – Greeting the audience*, *M1SB – reciting a prayer*, and *M1SC – introducing oneself/another speaker*. The study discovered that the speaker always starts the presentation with *M1A – listener orientation*, from the three processes previously indicated. It was proved that *M1SA – greeting the audience* reached 100% or 30 times occurred in a total of 30 data analyzed. The researcher then discovered that all 30 of the studied data had a step that never appeared. The step has never occurred (0%), the step is *M1SB – reciting a prayer*. Then, *M1SC - Introduction of oneself/another speaker*, this step has 30 frequencies.

Moreover, the *M1B – Content orientation* has 3 steps such as *MISD – leading the audience into the content* with 67% frequency of occurrence, *M1SE – Announcing the topic of oral presentation*, and the next step hitting 100% frequency of occurrence. The last step in the *M1SF – outlining structure/indicating scope* appeared 11 times or 36% frequency occurrence. As seen in the following example below:

Example 1 of M1SA – *Greeting the Audience*

<u>Assalamualaikum warahmatullahiwabarokatuh</u>, Ladies and gentlemen. (students 1)

<u>Good afternoon</u> Ladies and gentlemen. First of all, let me thank you for being here today. (student 2)
<u>Assalamualaikum, hello everyone</u>. Let me introduce myself. (student 4)

Based on the example above, several ways can be used to greet the audience The word bold and underlined above such as "**<u>Assalamualaikum warahmatullahiwabarokatuh</u>**" and **<u>*"Good afternoon"*</u>** as a linguistic cue indicating the speaker welcomed the audience or viewers before beginning the speech as an oral presentation. Oral presentation often begins with "M1A – Listening Orientation", the speaker greeted the audience which belongs in the step of M1SA – Greeting the audience. Furthermore, the greeting function is an attention-getting device and an important part of communication

competence. Another step in M1SC was a step that aimed to introduce yourself and the group members or M1SC – Introduction of Oneself/Other Speaker. This is an essential step. As seen in the following example below:

Example 2 of M1SC – *Introduction of oneself/another speaker*

As you probably know, my name is . . . I'm a student at college in . . . (student 3)
Let me introduce myself. My name is . . . and I am a student at . . . (student 4)
First of all, let me introduce myself. My name is . . . I'm a student at . . . (student 5)

The phrase **_"My name is . . ."_** indicated that this kind of step was the speaker tell about themselves. The common expression "**_My name is . . ._**" which existed in all of the entire student presentation videos, the steps that proved to be quite important in the M1 – Introduction section. In the spoken genre the speaker needs to prepare the audience for the content of the oral presentation and capture the audience's attention. This step is called M1SD – Leading the audience into the content. As shown below:

Example 3 of step M1SD – *Leading the audience into the content*

In the Speaking for presentation class, I learned about how to be a perfect presentation. I would like us to learn the roles of presentation. First, we learn about *opening a presentation in class we have a formula for opening a presentation. We call this a W-I-S-E formula.* (student 5)

Here I want you to take a look at my screen. Imagine the student doesn't have much money, he's not rich and needs to get a job as soon as possible after he has done his school. Which institution matches him? Senior high school or vocational school? (student 7)

Based on the example above, the step of *M1SD – Leading the audience into the content* reached a 73% frequency or percentage. In this step, the speaker is instructed to engage the audience and direct them to the topic to be discussed in the oral presentation. One of the other steps in M1B is the step that aims to announce the topic of the presentation to

the audience or viewers, *M1SE – announcing the topic of the oral presentation*. As seen in the following example below:

Example 4 of M1SE – *Announcing the topic of the oral presentation*

___Today I would like to present about climate change.___ *It is very important for us because we lived on Earth and we must care about it.* (Student 1)

So, at this moment **___I would like to explain public speaking anxiety.___** *So, we're going to the main point of this topic.* (Student 4)

___What I like to present to you today is about Indonesian unemployed people from the vocational school.___ (Student 7)

The phrase **"*Today, I would like to present about" "So, at this moment I would like to explain about"*** or **"*What I like to present to you today is about"*** shows that in this kind of step the speaker presents the topic orally to the audience. The common expression **"*I would like to present about"*** which were present throughout the entire presentation, the steps that were most significant in *the M1-Introduction* section. In the spoken genre, the speaker needs to orient the audience and arrange the presentation framework to be delivered to the audience. Another one finds found in students' presentation videos *M1A- listener orientation* was *M1SF – outlining structure/indicating scope.* This step reached 36% percent or has appeared 11 times out of 30. This step serves to indicate the components of the topic to be discussed and provide information about the outline of the presentation topic. As shown below:

Example 5 of Step M1SF – *Outlining structure/Indicating scope*

___I'll begin by___ *explaining the definition of extensive listening.* **___Then I'll start___** *by explaining to you the background of podcasting and Vodcasting in a second language context and* **___after that___***, I'll move on to my next point which is showing you the results of the question.* (student 2)

Today's presentation will have two discussions. **___The first is___** *about factors of the teaching profession that are less desirable.* **___The second is___** *teachers' perception of the teaching profession.* (student 3)*.*

Based on the examples above, the step of *M1SF – outlining structure/indicating scope* was not only an indicator for speakers to share ideas or topics to be presented but also this step helps speakers show the scope of the topic when it is their turn to present if the topic is presented by more than one speaker.

As a whole of a presentation, the content of the speech was the most important one, it contained the main points or ideas of knowledge from a presentation to be delivered. As can be noted in the table above, the steps in *Move 2 (M2)* proved that the content of the students' speaking presentation, *Move 2 (M2) – Body* contained much information on the topic of the student's presentation videos discussed. It was proved by the step frequency in the M2 reached up to 30 times with a 100% occurrence percentage. As shown in the following example below:

Example 6 of M2 – SA – *Hortatory/Narration*

Climate change simply is changing of weather patterns. It could be natural. (Student 1)

Increased exposure to a large amount of comprehensible overall input is called extensive listening or EL. Their practices can be both teacher and learner initiatives and can be conducted outside the classroom. (Student 2)

According to . . , when anxiety is related to learning a second or foreign language learned process it is known as second or foreign language anxiety. Young added that language anxiety involves a complex multi-factor reality which . . . (Student 4)

Above are examples of *M2 – body*. In the example above, it was found that most of the speakers will start this step by defining the topic they will discuss and convey to their audience. Submission of the definition will usually be followed by some support from experts to strengthen the speaker's statement. Furthermore, in analyzing students' presentation videos, the last part of the speech was quite important. Because the speaker's final comment emphasized a key point, viewers or listeners can learn a valuable lesson from it.

According to what is clear from the table above, the *M3SA – Summarizing the points/conclusion* in students' presentation the Move 3 hit 30 times occurred or 100% existed in the all data analyzed. It indicates that the presenters brought up a crucial point that could have improved audiences' or viewers' understanding of the subject. The *M3SB*

– *Suggestion* has occurred 26 times or 86% of students' presentations. Next, *the M3SC – Invite question* has occurred 7 times or 23% of the data in students' presentations. The last, *M3SD – thanking/thank you* was an obligatory category. It has occurred 30 times or 100% from all the data of students' presentations in speaking class. Examples can be seen below:

> Example 7 of M3SA – *Summarizing the points/conclusion*
> **<u>In conclusion,</u>** *I hope we could change our minds to take care of the environment. (*Student 1)
> *So the next slide is a* **<u>summary</u>***. Anxiety can be both good and bad.* (Student 4)
> **Let me tell you that overall my presentation** *today, as I said if using technology in our relationships can give us two things.* (Student 8)

The sentence in bold and italics above indicated that the speaker was about to conclude the speech as an oral presentation. The examples above are a point of emphasis to conclude the topics that have been discussed, *M3SA – summarizing the point*. The next step is *M3SB – Suggestion*. Like in the following illustration:

> Example 8 of M3SB – *Suggestion*
> In addition, I would therefore **suggest** language teachers and learners become familiar with the digital resources available such as Podcast and Vodcast . . .
> *In addition,* **<u>I would therefore suggest</u>** *language teachers and learners become familiar with the digital resources available such as Podcast and Vodcast.* (student 2)
>
> **<u>It was also suggest</u>***ed that instead of the formal classroom settings one of them might an informal situation where even high students can feel relaxed and be more willing to participate.* (Student 4)

As can be concluded from the example above, M3SB – *suggestion.* It indicates that some of the speakers suggested this in the presentation. Speakers will use the word **"suggest"** when they intend to give their suggestions to the audience regarding the topic they are discussing. This step has the role to give some suggestions to the audience. Then, another step is *M3SC – invite question*s. For more details see the example below:

> Example 9 of M3SC – *Invite question*

*Okay, that's all. Okay, **are there any questions**? (Student 15)*
*Thank you for your attention. <u>**You can ask me if you have any questions.**</u> (Student 21)*
*And of course, **do you have any questions?** (student 27)*

Above are some examples of *M3SC – invite question*s. This step is an opportunity given by the presenter to the audience who wants to ask a question related to the presentation topic. This step appears 7 times or 23% of students' presentations and is categorized as optional. The last step that will be discussed is about *M3SD – Thanking*. As shown below:

Example 10 of M3SD – *Thanking*

In the end, <u>***thank you all for listening to my presentation.***</u> (Student 2)

*Ok, that's it from me. <u>**Thank you for your attention.**</u> (Student 4*

*Hope this is useful to you. Bye bye. <u>**Thank you, everyone**</u>. Bye.* (Student 24)

Thank you for your attention.

As can be concluded from the example above, *M3SD – thanking*. It indicates that the speaker ended the presentation by valuing the audience or the viewer by saying *"thank you"*. In conclusion from the foregoing explanation, the analysis showed that the 30 video transcripts used as the research data had the rhetorical structure of the motions and steps in the students' presentation videos. In addition to the frequency of Moves and Steps in students' presentations in the Speaking for Presentation class, the researcher also found a typical pattern possessed by students when presenting in the Speaking Presentation class.

4.1. B. The Typical Pattern of Students' Presentation in Speaking Class

Table 5. The Typical Pattern of the Students' Presentation in Speaking Class

No	Moves and Steps	Typical Pattern
1.	**Move 1 – *Introduction***	Obligatory
	Step 1A – *Greeting the Audience*	Obligatory
	Step 1B – *Reciting Prayer*	Optional

Step 1C – *Introduction of oneself/other speakers*	Obligatory
Step 1D - *Leading the audience into the content*	Conventional
Step 1E - *Announcing the topic of the oral presentation*	Obligatory
Step 1F - *Outlining structure/ Indicating scope*	Optional
2.	**Move 2 – *Body***	Obligatory
	Step 2A – *Hortatory/Narration*	Obligatory
3.	**Move 3 – *Conclusion***	Obligatory
	Step 3A – *Summarizing the points/conclusion*	Obligatory
	Step 3B – *Suggestion*	Conventional
	Step 3C – *Invite question*	Optional
	Step 4D – *Thanking/Thank you*	Obligatory

From the table above, it can be seen that there are 3 typical patterns in students' presentations in the Speaking for Presentation class found in this study. The three typical patterns are obligatory, conventional, and optional. However, this study only focuses on the typical patterns of obligatory and conventional. Starting from Move 1 - *Introduction* which has a typical pattern in the form of obligatory. Followed by Move 2 - *Body* which also has a typical pattern as an obligatory. Finally, Move 3 - *Conclusion* also has a typical pattern in the form of an obligatory. Thus, it can be said that of the 30 data that have been analyzed in this study, all of them have Move 1 – *Introduction*, Move 2 – *Body*, and Move 3 – *Conclusion*. Furthermore, each move has several steps. These steps also have their typical pattern.

Move 1 - *The introduction* has six steps. Of these six steps, there are 3 steps whose typical pattern is obligatory, M1SA – *Greeting the audience*, M1SC – *Introduction of oneself/other speakers*, and M1SE – *Announcing topic of oral presentation*. Then, M1SD – *Leads the audience into the content*, and M1SF – *Outlines structure/ Indicating scope* has a typical pattern as conventional. In Move 2 – *Body,* there is only one step, namely M2SA – *Hortatory/narration*. It is known that this step has a typical pattern as obligatory. Furthermore, in Move 3 - *Conclusion*, there are 4 steps. Of these 4 steps, it was found 2 steps that have a typical

pattern as obligatory, M3SA – *Summarizing the points/ conclusion* and M3SD – *Thanking/thank you.* In addition, there is also one step that has a typical pattern as conventional, M3SB – *Suggestion.* For clarity, below is the examples of an essay on Moves and Steps:

> ***Essay 1:***
> ***Good afternoon***. First of all, let me thank you for being today. I'm glad that so many of you could come. (***M1SA***)
> ***Let me introduce myself, my name is*** .... and I'm a student in the English education study program. (***M1SC)***
> ***My field of study focuses on writing, speaking, reading, and listening. But humans tend to listen more than they read, they carry but listening is hard in the language-learning process.*** (***M1SD***)
> So I will share my file of PowerPoint and ***its related to listening which is improving listening skills with extensive listening using podcasts and vodcasts.*** So this topic is particularly relevant to the watch who will get the role of English educators. (***M1SE)***
> ***I'll begin*** by explaining the definition of extensive listening. Then ***I'll start by*** explaining to you the background of podcasting and vodcasting in a second language context and ***after that***, I'll move on to my next point which is showing you the results of the question. (***M1SF)***
> And ***please feel free to interrupt me at any time with questions*** or don't worry about taking notes because I'll be handing out copies of my PowerPoint slides. (***M3SC***)
> ***So, as an English student, I experienced that listening to a second language is hardly difficult, but generally because listening skills can be hollowed by extensive listening practices beyond the classroom. So what is extensive listening? Increased exposure to a large amount of comprehensible overall input is called extensive listening or EL. Their practices can be both teacher and learner initiatives and can be conducted outside the classroom. There are three important principles for effective EL practice variety, frequency, and repetition. Second language learners need to listen to a variety of listening materials on various topics and then they become familiar with the structures of different listening tips. But thanks to technology, podcast and vodcast are available to help our listening skills with more creative play. Okay, first let me quickly explain the graph. Meanwhile,***

the line on the right presents the number of proficiency post-test also from the range zero to 100. The colorful line is representative of learners and as a whole, it can be seen that no learners experience the decline. Instead, every learner's hectic pervasive increases even with the traumatic increase or slight increase instead of the data result. There are two main points of the graph that we all should know. The positive effects given by learners are the expression as I improve and I learned or I realized that sharing they got the benefit or positive impact of the listening test. Furthermore, listening loves to help them to develop listening skills significantly. However, there are also negative effects as learners strongly relate to the speed of the speakers and unfamiliar friends. But in the tale, some of them also think that the struggle is good for their learning process and makes them grow better. (***M2SA***)

Now, I'm at the end of my talk about listening to podcasts and Vodcast for second language learning. ***Just to summarize the main points of my talk***, as might be expected, smartphones were the most prepared device for the students while doing extensive learning. This also leads us to the reason why learners choose Podcasts and Vodcast because it is not very convenient to watch a Podcast on a small screen device, isn't it? And secondly, the year-long extensive listening practice with podcasts and Vodcasts has a significantly positive influence on the development of listening skills. The data in the graph proved this point by showing there are no requirements for the proficiency of learners. (***M3SA***)

In addition, ***I would therefore suggest*** language teachers and learners become familiar with the digital resources available such as Podcast and vodcast sets of all four languages to post. Because as we know, many new digital avenues for second language listening to Podcasts and vodcasts are now available for language learners and educators. The finding and the study can help language teachers and learners recognize the educational power of Podcasting and vodcasting technology in developing second-language listening skills. (***M3SB***)

In the end, thank you all to listen to my presentation. Wassalamualaikum wr wb. (***M3SD***)

Essay 2:

Assalamualaikum warahmatullahiwabarokatuh, Ladies and gentlemen. First things first I wanna say thank you to those of you who could make it today. (*M1SA)*

My name is. (*M1SC)*

Today I would like to present about Climate Change. (*M1SE)*

It is very important for us because we live on Earth and we must care about it. (*M1SD*)

Okay, let's have a look at the next slide. Climate change simply is changing of weather patterns. It could be natural but humans made it faster. It was caused by many factors such as pollution, forest cutting, and other human activity. Climate change could influence human life. For instance, climate change can make sea levels rise and it makes many towns lower land would have flowed. Then I want to draw your attention to the next slide. When someone talks about climate change, they always talk about the safety of Earth. But how do people react when they say it? They would ignore it because they don't have a judgment of the word Earth. They would think someone will do something about it. We have no contribution to prevent climate change. But if we change the term to safe our habitat how can you not have engagement with your habitat? You live in there to save your soul. You must keep your habitat, and stay safe and healthy. (*M2SA)*

And then this leads us to the end of my presentation. *In conclusion*, I hope we could change our minds to take care of the environment. (*M3SA)*

Let's now make a real effort to prevent climate change. (*M3SB)*

That's all, *thank you*. (*M3SD)*

Essay 3:

Assalamualaikum wr wb. Hello everyone, let me introduce myself. (*M1SA*)

My name is and my NPM is I am a student at the university of Bengkulu. (*M1SC*)

So, at this moment *I would like to explain* public speaking anxiety in the Thai EFL context. (*M1SE*)

So, we're going to the main point of this topic. So the first is a review of the literature, on language anxiety. According to Hasmi and Abbasi, when anxiety is related to learning a second or foreign language learned process it is known as second or foreign language anxiety and Young added that

language anxiety involves a complex multi-factor reality that may affect the learners in terms of the culture. The previous longest learning process, characters, and classroom environment.

So let's move on to the next topic. So the next is speaking anxiety and fear of public speaking. MacIntyre and Carre added that when speaking students are required to process linguistic inputs while producing outputs, stimulus, and harmer as cited in Cagatay added that such skills are considered the most anxiety profiquing part of language education. It is fear of public speaking, particularly in an unfamiliar language that provokes language anxiety.

Okay, the next topic is factors associated with foreign language society also found that they study that among all difficulties related to linguistic items that along with learners may face with vocabulary, it is the most prominent one because lack of vocabulary in the target leads to anxiety. When learners cannot use suitable words in the lattice due to a lack of language or cannot remember the word, they become ancestry. Therefore, when learners face difficulty in understanding and using the linguistic components of a foreign language or have a lack of knowledge about these items they may feel anxious and the effect and factors of language anxiety. Aydin added that several negative effects have been observed to have an impact on one language learning process including loss of vocabulary and synthetic structure knowledge while speaking more anxious language learners are therefore more prone to mistakes when pronouncing the target language. The last is alleviating language anxiety. As can be seen, language anxiety is a major cause of trouble for many language learners. For example, their unwillingness to participate in the veil to start a conversation. The important thing is to address what can be done to evaluate language society and help language learners improve their experience learning the target language from the literature several solutions have been proposed. Language anxiety stems from the lack of practice. (***M2SA***)

Therefore suggests that more opportunities to practice should be given to students. ***It was also suggest***ed that instead of the formal classroom settings one of them might an informal

situation where even highly si students can feel relaxed and be more willing to participate. Okay, let's do the next slide. (***M3SB***)

So the next slide is a summary. Anxiety can be both good and bad and thus facilitating or debilitating as a confidence booster or as a demotivator. Anxiety is worth investigating because it is a factor that influences perceive competence. The present study investigates public speaking anxiety problems faced by Thai EFL students from their own and the research perspective to achieve their objectives. (***M3SA)***

Okay, that's it from me. ***Thank you for your attention***. Be helpful and thank you. Wassalamualaikum wr wb. (***M3SD)***

Above are some examples of essays on moves and steps found in students' presentations in presentation class. Essay 1 is an example that has complete moves and steps. Essay 2 is an example that has incomplete moves and steps. In essay 2, no M1SF and M3SC steps were found. Similar to essay 2, essay 3 is also an example where the moves and steps are not complete. In essay 3, the steps M1SD, M1SF, and M3SC are not found.

Discussion

The first research question in this study is to find the most common moves and steps found in students' presentations in speaking class. After processing the data, it was found that M1SA – *Greeting the audience*, M1SC – *Introduction of oneself/another speaker*, M1SE – *Announcing topic of oral presentation*, M2SA – *Hortatory/narration*, M3SA – *Summarizing the points/conclusion*, and M3SD – *Thanking/thank you* are the most common moves and steps found in students' presentation in speaking for presentation class. It is known that these steps have a frequency of 30 times with a percentage of 100%. The same thing was also found in research by Singh and Ali (2019) argue that Step M1SA - *Greeting the audience* has the potential to attract the attention of the audience. This step is mandatory and frequent because the findings show that this step occurs 100% in the introduction section. The second is often found in the steps of M1SD – *Leading the audience into the content* which appears 20 times with a percentage of 67% and M3SB – *Suggestion* appears 26 times with a percentage of 86%.

The second finding in this study is about the typical pattern in students' presentations in speaking class. Referring to Kenoksilapatham (2005), this typical pattern is divided into 3, obligatory, conventional, and optional. However, this study only focuses on two kinds of typical

patterns, namely obligatory and conventional. It is known that 100% of the moves and steps that appear are classified as obligatory. Meanwhile, the moves and steps that appear between 60% - 99% are classified as conventional. It was found that step M1SA – *Greeting the audience* is obligatory. In addition, M1SC – *Introduction of oneself /other speaker* is also obligatory. These steps appear 30 times or 100% percentage. In line with Singh and Ali (2019) stated that steps 1A - *Greeting the audience* and step 1C - *introducing oneself* or other speakers were found in all data where the frequency of occurrence was also 100% for research data as an introduction was required. There is also step M1SE - *Announcing the topic of the oral presentation* which is obligatory. Then, M2SA - *Hortatory/narration* which is also obligatory. In Move 3 - *Conclusion*, there are two steps with a typical pattern as obligatory, M3SA – *Summarizing the points/conclusion* and M3SD – *Thanking/thank you.* The findings in previous research from Raharjo and Nirmala (2016) revealed that most presenters developed their presentations using a summary/conclusion. The steps above are categorized as obligatory because they have appeared 30 times with a percentage of 100%. Then, this study also found a typical pattern in the form of conventional. One step that has a typical pattern in the form of conventional is M1SD - Leading the audience into the content which has a percentage of 67%. Different results are obtained from the research of Singh and Ali (2019) where the step of M1SD - *Leading the audience into the content* is considered optional because of its low frequency of appearance. Then, M3SB - Suggestion is also conventional with a percentage of 86%.

CONCLUSION

The goal of this investigation is to find out the moves and steps often found in students' presentations in speaking class. Additionally, this research looks into the typical pattern of students' presentations in speaking class. Based on the results of data analysis from research that has been done about the rhetorical structure of students' presentations in speaking class, it can be concluded as follows: First, three moves in the rhetorical structure are found in the student's presentation in speaking class. The first move is Move 1 (M1) consists of an *introduction – listener orientation* and *content orientation*. The second is Move 2 (M2) - *Body*. The last is Move 3 (M3) – *conclusion.* Then, the steps that are often found in students' presentations in speaking class are M1SA – *Greeting the audience*, M1SC – *Introduction of oneself/another speaker,* M1SE - *Announcing topic of oral presentation,* M2SA – *Hortatory/narration,* M3SA – *Summarizing the*

points/conclusion, and M3SD – *Thanking/Thank you*. Then, the second most often found in students' presentations in speaking class are M1SD – *Leading the audience into the content* and M3SB – *Suggestion*. Second, The typical patterns found in the presentation of students in the speaking class are obligatory and conventional. The steps that are categorized as obligatory are M1SA - *Greeting the audience,* M1SC - *Introduction of oneself/another speaker,* M1SE - *Announcing the topic of oral presentation*, M2SA - *Hortatory/narration,* M3SA - *Summarizing the points/conclusion* and M3SD - *Thanking/thank you.* These steps are categorized as obligatory because they appear 30 times with a percentage of 100%. Then, some steps are classified as conventional typical patterns. These steps reached around 60 – 90% percentages. They are M1SD - *Leading the audience into the content* and M3SB – *Suggestion.*

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