

**MOVE STRUCTURE OF CLASSROOM INTRODUCTION SECTIONS  
IN ENGLISH CLASSES: A CASE STUDY IN TWO SENIOR HIGH  
SCHOOLS IN PADANG**

**AN UNDERGRADUATE THESIS**

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## ABSTRACT

This study aims to describe the move structure and communicative purposes in the introduction section of English lessons at SMAN 4 Padang and SMAN 14 Padang. Using a qualitative approach with genre analysis (Bhatia, 2013) and Katz's (2020) framework, data were collected from ten recorded lessons through audio recording, transcription, and classroom observation. The analysis followed Kanoksilapatham's (2005) classification to determine obligatory, conventional, and optional moves. The results show that *Greeting* (M1) and *Taking Attendance* (M3) are obligatory moves appearing in all meetings (100%), serving to build rapport, mark the start of lessons, and manage student participation. *Discussing the Date and Weather* (M2) and *Reviewing and Collecting Students' Work* (M4) are conventional moves (70% and 60%), while *Warming Up with Informal Talk* is an optional move (10%) that enhances interpersonal connection and student engagement. These findings highlight the importance of structured lesson openings in creating a positive learning environment and supporting the effectiveness of EFL instruction.

**Keywords:** *Move Structure, Communicative Purpose, Genre Analysis, Classroom Introduction, EFL*



## ABSTRAK

Penelitian ini bertujuan mendeskripsikan struktur gerak (*move structure*) dan tujuan komunikatif pada bagian pembukaan pembelajaran Bahasa Inggris di SMAN 4 Padang dan SMAN 14 Padang. Menggunakan pendekatan kualitatif dengan analisis genre (Bhatia, 2013) dan kerangka Katz (2020), data dikumpulkan dari sepuluh rekaman pembelajaran melalui perekaman audio, transkripsi, dan observasi. Analisis mengacu pada klasifikasi Kanoksilapatham (2005) untuk menentukan gerak wajib, konvensional, dan opsional. Hasil menunjukkan bahwa *Greeting* (M1) dan *Taking Attendance* (M3) merupakan gerak wajib yang muncul di semua pertemuan (100%), berfungsi membangun hubungan, menandai awal pelajaran, dan mengelola partisipasi siswa. *Discussing the Date and Weather* (M2) dan *Reviewing and Collecting Students' Work* (M4) tergolong gerak konvensional (70% dan 60%), sedangkan *Warming Up with Informal Talk* merupakan gerak opsional (10%) yang meningkatkan kedekatan dan keterlibatan siswa. Temuan ini menegaskan pentingnya pembukaan kelas yang terstruktur untuk menciptakan lingkungan belajar positif dan mendukung efektivitas pembelajaran EFL.

**Kata Kunci:** *Struktur Gerak, Tujuan Komunikatif, Analisis Genre, Pembukaan Kelas, EFL*

