

CHAPTER 1

INTRODUCTION

1.1 Background of Research

English subjects were implemented and developed in Indonesia after Mr. Wachendorf, the first person to serve as Head of the Central Inspectorate of English Language Teaching at the Ministry of Education, issued Decree of the Minister of Education and Culture No. 096/1967 on December 12, 1967. The decree stated that English was the first foreign language to be taught in secondary schools in Indonesia. The purpose of teaching English, according to Wachendorf, is to equip students with "working knowledge of English" (Syaifullah, 2025). Referring to this decree, of course the implementation of English subjects in every school in Indonesia is very important to increase students' capacity in mastering foreign languages so that this can make students more competent in using foreign languages. Andayani (2022) also said that students who are able to communicate well in English will gain many benefits, not only in terms of scientific progress but also in terms of socio-political communication, economics, and cultural understanding, and even in everyday life.

Learning English as a foreign language certainly presents challenges such as anxiety, boredom, and so on. In her research, Astuti (2022) explained that challenges such as boredom are often triggered by monotonous learning activities and a lack of variety, as well as anxiety arising from a lack of self-confidence, concerns about negative evaluation, and fear of making mistakes in speaking. Therefore, it is important for teachers to design innovative and interactive learning strategies to

maintain student motivation and reduce the potential for boredom and anxiety during the learning process.

To facilitate effective learning, teachers must have the skills to open class sessions in an engaging manner. A well-structured introduction can significantly impact student motivation and receptivity to the lesson. Tsui (1995, as cited in Ginting, 2017) stated that the development and success of a class depend heavily on the interaction between teacher and students. Beyond the initial opening, creating a fun and interactive classroom atmosphere is crucial for optimal learning. By incorporating humor, games, or group activities, teachers can create a positive and stimulating environment where students are more likely to absorb information. Furthermore, initiating interaction between students before the formal lesson begins can further increase their engagement and readiness to learn.

The significance of teacher presentations in the educational process can be effectively examined through the lens of genre analysis. Bhatia (2013) explains that a genre is a recognizable communication event, characterized by a set of communicative purposes identified and shared by members of the professional or academic community in which the event occurs regularly. One of the key elements in genre analysis is communicative purpose. In Bhatia (2013), the term "communicative purpose" refers to the specific goal or intention that a speaker or writer wishes to achieve through their communication. This includes the reasons behind the use of a particular genre or discourse in a particular context. Understanding communicative purposes helps clarify how language is structured and used effectively to convey a message, engage an audience, or elicit a response. For example, in the context of classroom interaction, a teacher's communicative purpose

may include explaining a concept, encouraging student participation, or assessing understanding. Recognizing these purposes allows researchers and educators to analyze how various moves or strategies are used to fulfill these purposes and enhance communication effectiveness in various situations.

Genre analysis focuses on the structure, features, and communicative purposes of a particular type of discourse, in this case, classroom presentations. By analyzing classroom presentation genres, researchers can uncover organizational patterns and linguistic strategies commonly used by teachers to convey information, clarify concepts, and demonstrate skills. Understanding genres allows educators to identify effective structural elements and rhetorical moves that engage students and encourage interaction. For example, the use of opening moves, transitions, and summarizing techniques can be analyzed to determine how these moves contribute to student interest and participation. By using genre analysis, educators can refine their presentation strategies, increasing their ability to create dynamic learning environments that facilitate better retention and comprehension of material. Ultimately, this analysis helps improve teaching practices and optimize student learning outcomes across a variety of educational contexts.

Analyzing teacher presentations in class through genre analysis is directly related to understanding the movement structure within those presentations. Movement structure is a concept in discourse analysis that refers to the patterns or organizational units that make up a discourse. It is a way of analyzing how different parts of a conversation or text are connected and contribute to the overall meaning (Swales, 1990). Movement structure refers to the specific sequence and types of communicative acts teachers use during their presentations to achieve specific goals.

Ding (2007, as cited in Montazeran, 2012) asserts that movement analysis is an indispensable part of genre studies. He argues that movements are semantic and functional units of text, which can be distinguished based on their communicative purpose and linguistic constraints. It can be said that the building blocks of a genre are movements; a movement within a genre consists of several parts of that genre that have a communicative purpose. By examining movement structure, educators can identify how various movements—such as opening statements, probing questions, explanations, and summaries—function within the overall presentation. For example, by recognizing that an effective opening move can create an engaging atmosphere, while a follow-up move can reinforce understanding, teachers can design their presentations more strategically. A deep understanding of these movement structures not only enhances the effectiveness of classroom interactions but also helps create presentations that are more responsive to student needs and conducive to active learning.

This study focuses on the movement structures of teachers' presentations during introductory classroom sessions. Thus, analyzing the genre and movement structures of classroom presentations provides valuable insights into optimizing teaching practices and improving student learning outcomes across various educational settings.

1.2 Research Questions

1. What are the move structures of teacher presentation in the English classroom introduction section?
2. What are the Communicative Purposes of teacher presentation in the English classroom introduction section ?

1.3 The Objective of the Research

1. To analyze the move structures of the teacher presentation in the English classroom introduction section?
2. To identify the Communicative Purposes of the teacher's presentation in the English classroom introduction section?

1.4 Focus of the Research

This research have been conducted for 2 months at SMAN 4 Padang and SMAN 14 Padang. Data was taken data from 5 classes in each school, with a focus on class 11.

This research focuses on the communicative purpose of teachers' introduction section of classroom presentation. In addition, the move structure that the teacher used in the Classroom introduction explained the students' perspective on the teacher's presentation, and explained the communicative purpose.

In conclusion, this research aims to understand the structure of teacher presentation at SMAN 4 Padang and SMAN 14 Padang in introduction section of the English class.

1.5 Method of the Research

This study used a qualitative method to collect data. In this research on the move structure of teacher presentations in the classroom, the researcher found that qualitative research offered a unique perspective to explore this topic. Creswell (2007) explained that qualitative research begins with assumptions, worldviews, possible use of theoretical perspectives, and research problem studies that investigate the meanings individuals or groups give to social or human problems. In this case, the researcher assumed that the way teachers delivered their lessons had a significant

impact on students' understanding and engagement. By investigating how teachers structured their presentations, the researcher aimed to identify the communicative purposes of the move structures applied by teachers in the classroom.

Swales (1990) defined a genre as “a class of communicative events” that share a common set of communicative purposes recognized by the expert members of a disciplinary community. According to Swales, the communicative purpose is what primarily defines a genre and shapes its structure. Similarly, Bhatia (1993) built upon Swales' work by emphasizing that genres are goal-directed communicative events in which language is strategically used to achieve specific professional or academic objectives. Bhatia further highlighted that communicative purpose is what distinguishes one genre from another and drives the selection and organization of moves and steps within that genre.

In the context of classroom discourse, the communicative purpose of each move employed by the teacher such as introducing the topic, explaining concepts, giving examples, or summarizing reflected a deliberate effort to facilitate learning, maintain student interest, and achieve pedagogical goals. Understanding these purposes allowed the researcher to categorize and interpret the functional roles of various segments in teacher talk. By applying genre analysis, this study identified the structural patterns in classroom presentations and uncovered the underlying intentions and strategies behind each segment of discourse. Thus, the qualitative lens was instrumental in capturing the richness of teacher–student interaction and shed light on how effective communication strategies enhanced learning outcomes.

To ensure the accuracy of step classification and the interpretation of each communicative goal, this study employed an inter-rater agreement (IRA) procedure.

Inter-rater agreement refers to the extent to which two or more raters assign the same values or categories to identical items, emphasizing consistency between evaluators (Shweta Bajpai, 2015). In this study, the coding results were independently examined by the researcher and subsequently verified by the thesis supervisor, who served as the second evaluator. This procedure aimed to minimize subjectivity in categorizing discourse segments and to establish consistency in operationalizing the move categories. By involving an expert in the field as a second evaluator, this study strengthened the credibility of its findings, ensuring that the identification of structural patterns and communicative purposes in teacher talk was based on a high level of agreement. The substantial agreement reached between the two raters reflected the clarity of the coding scheme and enhanced confidence in the qualitative interpretation.

In summary, this research on the structure of teacher classroom presentations benefited from a qualitative approach. By focusing on the Communicative Purposes and exploring different perspectives from the teachers, the researcher uncovered valuable insights into effective classroom practices. In this case, the researcher identified the purposes of the moves used by the teachers and how two teachers from different schools implemented moves in the introduction of English class. This qualitative lens not only enriched the researcher's understanding of teaching but also highlighted the importance of how teachers communicated their intention to engage students effectively. Furthermore, by incorporating inter-rater agreement (IRA) through verification by the thesis supervisor, the study ensured that the categorization of moves was consistent and the interpretations were dependable, thereby strengthening the validity of the findings.

1.5.1 Data Collection

The subject for this research is English teachers in SMAN 4 Padang and SMAN 14 Padang. The data for the research sample are teachers who teach the subject *Bahasa Inggris*. The researcher uses purposive sampling as a technique for choosing participants. Purposive sampling procedure is based on the sample to be chosen in a study, which is also influenced by the population that has been chosen for the study. Rather than interacting with the entire population, a selected number of relevant participants can be identified and used to represent the entire population, which we can then refer to as a sample ((Leah, 2024).

English teachers of SMAN 4 and SMAN 14 Padang are participants of English Teacher Training 3 (ELTT3), a program of the American Embassy in Jakarta in collaboration with World Learning. Teachers have been trained for 8 workshops in Universitas Andalas during August – November 2024 by the trainer who has been trained by World Learning. During the 8 weeks, teachers have been trained in some strategies for teaching, including the structure of classroom presentation.

Before this research is conducted, some instruments have been prepared by the researcher to collect the data. The instruments are:

a) Smartphone (voice recorder)

This device is used to record the teacher's presentation in the classroom.

b) Microphone/clip-on

This tool functions to make a recording clearer.

c) Laptop

Laptops are intended to store data that has been collected. In addition, laptops are also intended as a medium for making transcriptions.

d) Transcription software to make a transcript of the voice recorder.

The researchers use transcription software by Happy Scribe (<https://www.happyscribe.com>). This software aims to create transcriptions. The use of this software is a form of renewal in creating transcriptions. The editing has been conducted to improve the results of transcription with software.

After preparing the instrument, there are some procedures in collecting the data. The procedure is:

a) Meeting with the Teachers

Prior to data collection, the researcher arranged meetings with the respective teachers to discuss the research objectives, scope, and procedures. This initial step was intended to ensure mutual understanding and cooperation.

b) Requesting Permission from the University

To fulfill the legal and administrative requirements, the researcher obtained formal permission from the relevant university department to conduct field research at the selected schools.

c) Class Selection Based on Teacher Recommendation

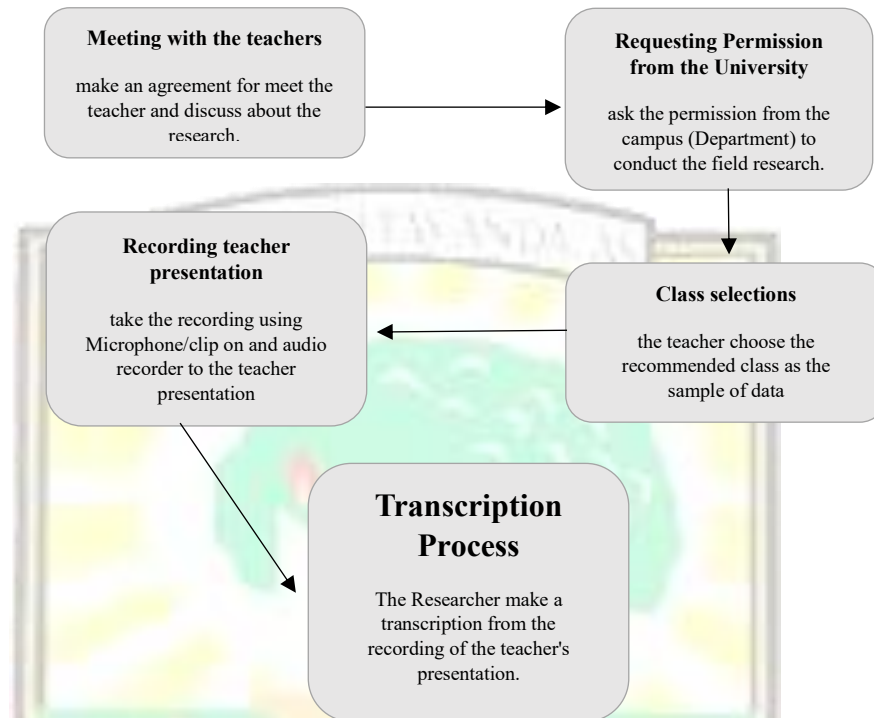
Following the discussion with the teachers, the researcher accepted the teachers' recommendations regarding the most suitable classes to serve as the research sample.

d) Recording teachers' presentations

The researcher recorded audio recordings of teacher presentations in class using a clip-on microphone and an audio recorder. Recordings were

conducted over five meetings for SMAN 4 Padang and SMAN 14 Padang, during a series of scheduled sessions in May and July 2025 with the average duration of each meeting is around 5-6 minutes.

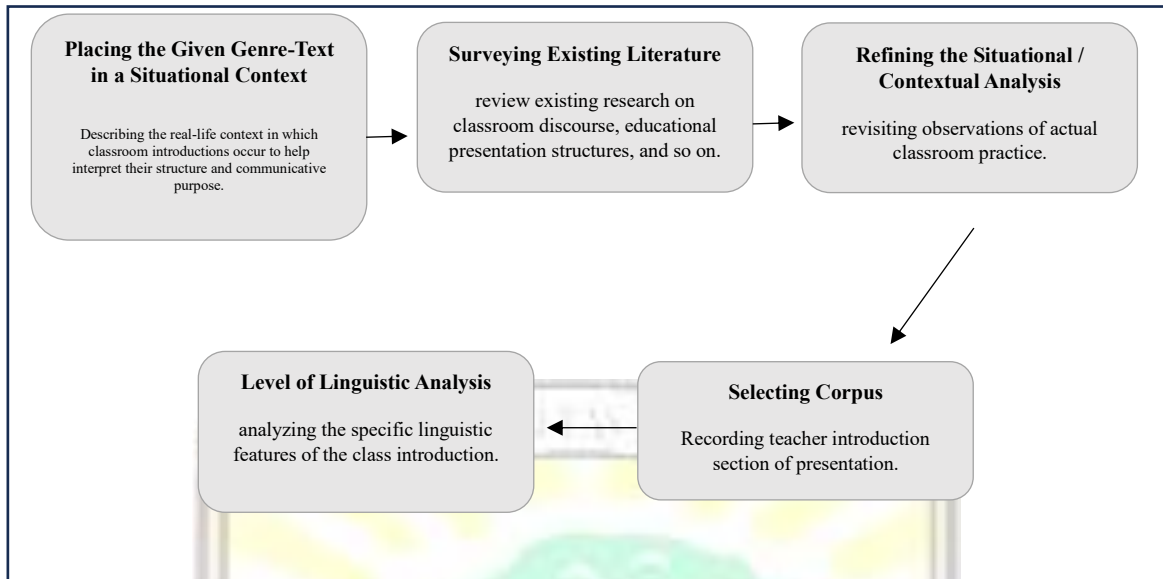
Figure 1.1 The diagram of data collection procedures:



1.5.2 Data Analysis

In this section, the researcher takes some steps in analyzing the data. First, the researcher analyzes the Genre based on Bhatia's (2013) theory. According to Bhatia (2013) There are 7 steps in analyzing a Genre. However, the researcher uses 5 steps related to the research. There are several steps as shown in the diagram below.

Figure 1.2 The diagram of the 5 steps in analyzing Genre (Adapted from Bhatia,2013)



After doing the Genre analysis, the researcher analyze the move structure of teacher presentation used Katz's Move Structure Framework (2020). In this research, the researcher focuses on the moves of the Introduction section. The moves are:

Table 1. Katz (2020) Framework of Move Structure in the teacher’s classroom presentation

Moves	Purpose	Linguistic features
M1. Greeting Student	To greet students and create a welcoming atmosphere at the beginning of the class. In this move, teacher will greet students, ask students about their weekend or vacation, and reply to student greetings.	<ul style="list-style-type: none"> - <i>Hi, everyone</i> - <i>Good morning, everyone</i> - <i>Good afternoon, class</i> - <i>How are you doing?</i> - <i>How is everyone today?</i>
M2. Discussing the Date and Weather	To discuss the current date and weather to help students remember important information and develop awareness of their surroundings. In this move, teacher will talk about the weather, name the days of the week, say the date, and write the date and weather.	<p>Asking about the date :</p> <ul style="list-style-type: none"> - <i>What day is today?</i> - <i>What day is tomorrow?</i> - <i>What day was yesterday?</i> - <i>What’s the month?</i> - <i>What’s the date?</i> <p>Asking about the weather :</p> <ul style="list-style-type: none"> - <i>What’s the weather like?</i> - <i>How’s the weather?</i>
M3. Taking Attendance	To take attendance to ensure that all students are present and ready to learn. Teacher will take attendance, call on students, and ask about specific students.	<ul style="list-style-type: none"> - <i>Where is Ana?</i> - <i>Is Pedro here today?</i> - <i>Who’s absent today?</i> - <i>Who’s not here today?</i> - <i>I’m going to take attendance now</i> - <i>Please say “here” when I call your name</i> - <i>Raise your hand when I call your name</i>
M4. Reviewing and Collecting Students’ Work	To review and collect student assignments to monitor their learning progress and provide constructive feedback. In this move, the teacher will ask students about their work, ask students for their work, tell students what to do with their work, and respond to students’ question about their work	<p>Reviewing student work :</p> <ul style="list-style-type: none"> - <i>Let’s check your homework</i> - <i>Ana, please read the first sentence</i> - <i>Pedro, please write number 1 on the board</i> - <i>What’s your answer to question number 1?</i> - <i>Yes, that’s correct</i> - <i>No, it’s not correct. Check again</i> <p>Collecting student work :</p> <ul style="list-style-type: none"> - <i>Please hand in your papers</i> - <i>Please put your homework on my desk</i> - <i>Please bring your homework next time</i> - <i>Please pass your papers to me</i>

The move structure of teacher presentation are classified based on moves 1 to 4 into several Categories. According to Kanoksilapatham (2005), there are three categories, as presented in the following table.

Table 2. Move Category adapted by Kanoksilapatham(2005)

MOVE STATUS	PERCENTAGE (%)
Obligatory Move	100%
Conventional Move	60-99%
Optional Move	<60%

Based on the table above, researchers determined categories based on the frequency of movement occurrence, which was 10 times per session. From this frequency, researchers were able to determine the percentage of each movement and categorize it into the three categories mentioned above.

1.6 Definition of Key Terms

a. Genre Analysis

“Genre is a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by members of the professional or academic community in which it regularly occurs.” (Bhatia, 2013, p. 27)

b. Move Structure

"Move structure is defined as the organization of a text into 'distinct sections or 'moves,' each serving a specific communicative purpose within a particular genre." (Swales, 1990).

c. Classroom Introduction

“classroom introduction is essential for capturing students' attention, establishing a learning environment, and clarifying the lesson's goals.” (Brown, 2007).

