

**A MOVE STRUCTURE ANALYSIS OF INTRODUCTION
SECTIONS OF LECTURERS' PRESENTATIONS IN ENGLISH
MEDIUM OF INSTRUCTION (EMI) CLASSES**

AN UNDERGRADUATE THESIS

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ABSTRACT

This study examines the move structure of the introduction sections of lecturers' presentations in English-Medium of Instruction (EMI) classes, as well as the communicative purposes and students' perspectives toward these introductions. The research was conducted in International Management courses at the Faculty of Economics and Business, Universitas Andalas. This research uses a qualitative approach supported by descriptive statistics. The data consist of 12 recorded lecture introductions by three lecturers in 4 meetings. The data were analyzed using a move-structure framework adapted from Carter (2005). A questionnaire was distributed to 23 students to know their opinions about the clarity and engagement of the introduction sections. The findings show that the two main moves from the framework are: **M1. Listener Orientation** and **M2. Content Orientation** appears in all lecture introductions, indicating that both moves are required in this study. The greeting step is the only consistently present step, while in **M2**, outlining the lecture structure is the most consistently used step, leading into the content, and announcing the topic is present but not always explicitly stated. This study identified three new steps: *making announcements, taking attendance, and organizing student presentations*. Regarding students' perspectives, the questionnaire results indicate that 23 students (80%) agree that their lecturers' introductions are helpful, provide a clear overview of the lesson, and help them prepare for the upcoming materials. This suggests that a well-structured introduction supports students' understanding in EMI classrooms.

Keywords: *move structure, genre analysis, communicative purposes, EMI classes.*