

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### 4.1 Conclusion

This study examined the move structures and communicative purposes of introduction sections in EMI lecturer presentations, as well as students' perspectives of their clarity and engagement. Based on twelve lecture recordings from three EMI courses and questionnaire responses from 23 students, the following conclusions are obtained in relation to each research question.

For the first research question, the analysis shows that all twelve lecturers consistently open with two main moves: M1 and M2. Within M1, only Step 1A is realized across all lectures, while Steps 1B and 1C are entirely absent. Within M2, Step 2C is obligatory, present in all twelve lectures, while Steps 2A and 2B are conventional, each appearing in ten of twelve lectures. Beyond the original framework, three new steps were identified: Step 1D. Giving Announcements, Step 1E. Taking Attendance, and Step 2D. Presenter and Preparation of Presentation. These reflect practical demands of the EMI classroom that Carter's (2005) framework does not originally account for.

For the second research question, M1 and M2 serve distinct but complementary purposes. M1 opens and initiates classroom interaction through greetings, while M2 orients students toward the academic content by activating prior knowledge, announcing the topic, and outlining the session structure. The three newly identified steps also carry specific communicative purposes: conveying institutional announcements, managing attendance, and preparing students for group presentations.

For the third research question, students hold generally positive views of the introduction sections. Seven of eight questionnaire items received mean scores in the

High to Very High range. The highest score belongs to Q8, where all 23 students agreed that the introduction helped them feel prepared for the lecture ( $M = 3.48$ ), while the lowest score was for Q3 on prayer ( $M = 2.13$ ), consistent with its complete absence from the recorded data.

In summary, the introduction sections of lecturers' presentations in these EMI classes follow a recognizable and structured pattern, shaped by both existing genre frameworks and the specific contextual demands of the Indonesian EMI setting. The consistent presence of obligatory moves and steps, combined with students' positive responses, suggests that a well-structured lecture introduction plays a meaningful role in supporting student learning, particularly in an environment where students process academic content through a second language.

Overall, this study contributes to research on EMI and genre analysis by showing that Carter's (2005) framework, originally developed for academic oral presentations in general, can be adapted to describe lecture introductions in an Indonesian EMI context, including practical, classroom-specific steps that the original framework does not account for, such as taking attendance and preparing for students' presentations. By linking the move analysis with the students' perspectives, this study also offers practical insight for lecturers on which parts of an introduction are most useful in helping students engage with content delivered in English.

#### **4.2 Suggestion**

Based on the findings of this study, several suggestions are offered for lecturers, students, and future researchers. For lecturers, it is recommended to be more deliberate in structuring the introduction, particularly by consistently announcing the topic and briefly outlining the session structure before moving into the main content. These

elements received the most positive student responses. While greeting is already a consistent practice across all observed lectures, ensuring that Steps 2A and 2B are also reliably present could further support students' cognitive readiness, especially in an EMI setting where following academic content in a second language already requires considerable effort.

For students, actively engaging with the introduction section rather than treating it as a passive warm-up can make a meaningful difference in how well they follow the lecture. The introduction provides clear signals about the session's direction and structure, which students can use to activate prior knowledge and anticipate what will be discussed. This is a straightforward but effective way to stay on track in EMI classrooms.

For future researchers, this study covers only the introduction sections of lectures from three EMI classes at one university. Expanding the scope to include more courses, more lecturers, or different departments would allow for broader generalization of the findings. It would also be valuable to examine whether the three newly identified steps, such as Giving Announcements, Taking Attendance, and Presenter and Preparation of Presentation, appear consistently across other Indonesian EMI contexts, as this could help develop a more locally grounded framework for analyzing EMI lecture introductions. Finally, combining questionnaires with qualitative interviews in future studies could provide a richer understanding of how students experience the introduction section beyond what numerical data alone can capture.