



Rhetorical Structure of Students' Speech in Public Speaking Class

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Article Information

Received: January 02, 2024

Revised: April 04, 2024

Accepted: May 29, 2024

Published: June 06, 2024

Keywords

Public Speaking; Rhetorical Structure; Speech

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ABSTRACT

Speech is part of the communication process, and this communication is effective if the message delivered by the speaker can be received precisely as it exists in the speaker's mind. This study aims to identify the move and step's rhetorical elements, commonly taught in public speaking courses. This study's research design was qualitative design. 20 speeches from English education students in the University of Bengkulu public speaking course served as the research object. Using an adapted model. In this study, researchers used the checklist method as a research instrument. The frequency and steps of agreement in this study were determined manually. This study was analyzed by tabulating frequency data and providing examples of the moves and steps seen in the video. It was found that 2 moves had a frequency of 100% and 3 steps of 12 steps analyzed had a frequency of 100%. The moves are Introduction and Content. Steps with a frequency of 100% are Greeting the audience, Hortatory/narration, and presenting an argument. Meanwhile, 3 steps with a 90% - 95% frequency are announcing the topic, suggestion, and thanking. There are 2 steps that never appear in this study: outlining structure/indicating scope and describing a process/series of events. In this study, the researchers concluded that 2 moves and 3 steps were found with a frequency percentage of 100%, and 3 steps were found with a frequency percentage of 90% - 95%. In addition, 2 steps never appeared in this study.

INTRODUCTION

Speaking is an activity we do every day. We do it to convey information or to ask for information. Speaking is an interactive activity that involves creating, receiving, and processing information (Brown, 1994). Speaking requires expert knowledge in an ever-changing language landscape (Yudha, 2023). Speaking requires skill, particularly public speaking (Noermanzah et al., 2020). The more words a person understands, the more thoughts and concepts he can communicate in writing and

speech. In speaking, the ability to speak is needed. There are five fundamental speech types: imitative, intense, responsive, and participatory (Haslinda et al., 2021). Where it was concerned with oral output, such as speeches, oral presentations, and tale-telling. Here, speech serves as a bridge to link this meaning to the individuals with whom we contact (Susanto et al., 2021). Spoken discourse continuously interprets a speaker's communicative intentions within a specific context. This includes taking into account the anticipated and actual responses of the listener as the discourse unfolds (Cornish, 2006).

Zhang (2010) adds that through the analysis of oral discourse, various aspects and functions that may not be visible to everyone are listed to show how individuals may communicate successfully with these hidden norms. Based on the explanations provided by different experts, it can be concluded that spoken discourse is a phrase or sentence that involves reciprocity and serves as a means of successful communication. Public speaking is the verbal art of persuading, inviting, educating, changing opinions, explaining, and informing an audience (Khayyirah in Noermanzah et al., 2020). However, public speaking is essentially the skill of speaking in front of an audience. Public speaking can be categorized into six different types: ceremonial speaking, informative speaking, demonstrative speaking, actuate speaking, persuasive speaking, and entertaining speaking (Fisipol, 2022). One of these types is speech, a form of public speaking where someone speaks in public with a specific purpose (Yanuarita, 2012). There are benefits to including public speaking exercises at every level, whether essential or supplemental to your courses (Sari, 2012). Incorporating these projects into a program does not need a specific approach or time commitment. Public speaking is also very useful for developing language skills for second language learners. Speaking in public is a talent that not everyone has. Public speaking is divided into various types, one of which is speech.

Speech is part of the communication process, and this communication is effective if the message delivered by the speaker can be received precisely as it exists in the

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speaker's mind (Noermanzah et al., 2020). However, variables also impact communication that can hinder the transmission of messages. This element may take the shape of biological circumstances, such as the speaker's tools, psychological factors, language factors, and nonlinguistic variables, such as social, situational, cultural, and linguistic processes. In addition, the ability to remember is needed in speeches. Apart from the memory aspect as remembering the material made, memory is one of the best sources to serve as the beginning of a speech and the memory referred to is public memory (Fadhillah & Irawan, 2021). Speech is a form of human communication that conveys an individual's unique expression or manner of expression. In giving a speech, we need a rhetorical structure so that it can become a guideline. Rhetoric is a communication strategy that derives its style or personality from the speaker's knowledge, attitudes, and beliefs. Then, A key element of the text's organic arrangement is described by the rhetorical structure theory (Mann and Thompson, 1992).

The use of rhetoric in daily behavior, such as speech, will facilitate the formation of rhetorical patterns (Noermanzah et al., 2020). Convenience is anticipated in fostering the ability to speak and write as a reflection of communication skills. It is expected that speech rhetoric used as a cultural instrument if already owned and utilized by the wearer, will continue to be used, will aid in the development of culture, and anticipate the emergence of miscommunication (Rakhmat, 2015).

Everyone who communicates and makes language a place for integrated behavior needs language rhetoric. Since language has the power to mold and accomplish understanding, its use demands skill and cultivation (Noermanzah et al., 2020). In order to have an effective conversation in communication, speaking skills or rhetoric are also required. Rizki et al., (2019) describe rhetoric in the context of language learning techniques as a tactic writers or individuals employ to express ideas verbally or in writing. There are certainly always problematic variations in the dynamics of existence. When delivering speeches, sermons, or lectures in formal settings, it is important to consider linguistic elements and non-linguistic

factors such as fluency, demeanor, affability, expertise, articulation, approach, and structure, among other aspects.

This research is novel in the English language education study program at the University of Bengkulu. Thus, the researchers decided to examine the rhetorical structure of the speeches given by English undergraduate students in public speaking classes. However, the public speaking classes have only been held in the English language education S1 curriculum in the last two years. Thus, this research can be a reference for learning public speaking. This research was conducted in the public speaking class. A Speaker's Guidebook by O'Hair, Stewart, and Rubenstein is the textbook utilized by the lecturer in this course. Second-semester English undergraduates at the University of Bengkulu are enrolled in the public speaking course. This course is important enough to train students in giving speeches. Thus, in giving a speech, it is necessary to have the ability to speak and knowledge of vocabulary. Also, in this research, the study's objective was to discover the moves and steps often found in the students' speeches in public speaking class.

RESEARCH METHOD

This study employed a qualitative research design, wherein data was collected from English undergraduate students in the public speaking class through recorded speeches. The instrument used in this study was a checklist. Also, purposive sampling was used to select the research participants, with only one class out of the three classes of second-semester English undergraduate students in public speaking at the University of Bengkulu, which consists of 20 students, being selected as the research sample. This research was conducted on English undergraduate students taking public speaking classes at the University of Bengkulu. In this study, 20 students were used as research samples. The researchers selected English undergraduate students in public speaking classes at the University of Bengkulu. Public speaking was a compulsory subject for English undergraduate students to take at that time. In the data collection techniques of this study, the following methods were followed: 1). The researchers asked permission from the lecturer in

charge of public speaking courses to conduct research. 2). The researchers recorded the speech activities to become research material. 3). The researchers used a checklist as an instrument of this research to collect data. The data analysis techniques of this research were: 1). The researchers viewed footage of students' speeches. 2). The researchers used a technique adapted from Novitasari (2022), Singh and Ali (2019), Noermanzah et al., (2019), Raharjo and Nirmala (2016), Chang and Huang (2015), Seliman (1996), and created transcripts based on individually viewed videos to detect moves and steps. 3). The researchers manually determined the frequency of agreement moves and steps. 4). The researchers calculated the proportion of steps in a motion to determine the percentage. 5). The researchers tabulated the frequency of data and provided examples of moves and steps seen in videos. 6). The researchers summarized the results.

FINDING AND DISCUSSION

Findings

Table 1. The Frequency of steps in the students' speech

Moves	Steps	Frequency	Percentage
Introduction	Step 1A – Greeting the Audience	20	100%
M1A – listener orientation	Step 2B – Reciting Prayer	14	70%
	Step 1C – Introduction of oneself/other speaker(s)	2	10%
	Step 1D – Leading audience into the content	15	75%
M1B – content orientation	Step 1E – Announce topic	19	95%
	Step 1F – Outlining structure /indicating scope	0	0%
Body	Step 2A – Hortatory/narration	20	100%
M2 – Body/Content	Step 2B – Present an argument	20	100%
	Step 2C – Example	13	65%
	Step 2D – Describe a process/series of events	0	0%

Conclusion	Step 3A – Conclusion	12	60%
M3 - Conclusion	Step 3B – Suggestion	18	90%
	Step 3C - Thanking	18	90%

As shown in Table 1 (see above), table 1 presents three distinct moves observed in the students' discourse. Firstly, move 1 (M1) - Introduction, which encompassed listeners' and content orientation, comprised two sub-moves: M1A (listeners orientation) and M1B (content orientation). Additionally, the investigation revealed two further moves: Move 2 (M2) - Body and Move 3 (M3) - Conclusion. It is worth noting that each of these moves - M1 (Introduction), M2 (Body), and M3 (Conclusion) - follows a distinct set of steps and occurs with a specific frequency, as detailed in the figure.

MOVE 1

Based on Table 1 above, move 1 - listener orientation has 3 steps, namely M1SA - Greeting the audience, M1SB - reciting prayer, and M1SC - introduction of oneself/other speaker. This study found that speakers always begin their speech with M1A - listener orientation, based on the three indicated processes before. This is evidenced by the fact that M1SA - greeting the audience reached 100% or 20 occurrences out of 20 analyzed data. The researchers also found that M1SB - reciting prayer occurred 70% or 14 times out of 20 analyzed data. Meanwhile, M1SC - introduction of oneself/other speaker(s), only had a frequency of 2 or 10% of the total data.

Furthermore, the M1B - Content Orientation has three steps, such as M1SD - leading the audience into the content with 75% frequency occurrence. M1SE - Announce the topic, as the next step, reaches 95% frequency occurrence from the data. The last step is M1SF - Outlining structure/indicating scope, which never appeared in this research. As can be seen in the excerpt below:

Excerpt 1 of MISA – Greeting the audience

Assalamuallaikum Wr. Wb. Hello everyone (student 2)
Ladies and Gentlemen, Good morning. I am honored to be here today.
(Student 1)
Assalamu'alaikum wr. wb. The honorable lecturer of public speaking (Student
3)

Based on excerpt 1, there are several ways that can be used to greet the audience. The utilization of bold and underlined words, namely “Assalamualaikum wr. wb” and “Good morning,” is regarded as a linguistic indicator that conveys the speaker's intention to greet and welcome the audience or viewers before the commencement of the speech. In delivering a speech, the initial step of MISA – Greeting the audience is frequently initiated by employing attention-grabbing mechanisms, such as using "M1A - Listening Orientation" to greet the audience. Communication competence is underscored by the significance of greetings in speeches. Another step in the M1SB–reciting prayer process involves seeking guidance from God to ensure the smooth progression of activities. As seen in the following excerpt below:

Excerpt 2 of M1SB – Reciting prayer

First of all, let us pray and give thanks to the presence of Allah SWT; because of His blessings we all can meet in this room today. (Student 4)

First of all, I would like to thank the presence of Allah SWT. Who has bestowed his grace and guidance on all of us so that we are in good condition (Student 6)

At this step, the speaker will thank God for various reasons. As in the excerpt of the 4th student the speaker thanked for the blessing. and in the excerpt of the 6th student, the speaker is grateful for the guidance that has been given. Another significant component in the M1SC step is the introduction of oneself and/or other speakers. This step is considered essential in establishing a connection with the audience, as demonstrated in the subsequent excerpt:

Excerpt 3 of MISC – Introduction of oneself/other speaker

let me introduce myself my name is ... I'am student at ... from ... (Student 16)

My dear fellow students, teachers, and everyone sitting in this hall today, my name is ... (Student 4)

The utilization of the phrase "My name is..." serves as an indicator that the speaker is about to introduce themselves, thereby leading the audience into the content of the speech. This crucial step, known as M1SD - Leading the audience into the content, is necessary in preparing and captivating the audience in the spoken genre. The excerpt below illustrates this step:

Excerpt 4 of step M1SD – Leading the audience into the content

On many occasions we hear the term education, but what is education? How importance is education to our country and ourselves as students? (Student 13)

Why is it so important to read books? And why should everyone read books? Let's say that everyone knows that reading is important. (Student 15)

According to excerpt 4, the stage of M1SD - Leading the audience into the content was accomplished 75% of the time. During this stage, the speaker is advised to interact with the audience and guide them toward the subject matter covered in the speech. Another step in M1B is M1SE - announcing the topic to the audience or viewers, which is intended to reveal the speech's subject matter, as demonstrated in the following excerpt:

Excerpt 5 of M1SE – Announce the topic

I stand here to discuss the speech about the meaning of education and the importance of education. (Student 9)

On this occasion I will explain a little about the importance of education for the future. (Student 14)

The phrases of "I will explain a little about" or "I stand here to discuss the speech about" shows that this kind of step is the speaker presents the topic to the audience. The speaker must set up the presentation framework and orient the audience when delivering a spoken word piece. After doing research, the author found that none of the 20 data points that were looked at included a specific step, M1SF - outlining

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structure/indicating scope, indicating that this step had a 0% frequency of occurrence.

MOVE 2

In the context of public speaking, the content of a speech is of paramount importance as it encapsulates the primary concepts or ideas that the speaker wishes to communicate. Table 3 provides evidence that the steps within Move 2 (M2) unequivocally demonstrate the wealth of information in the students' speeches, specifically within Move 2 (M2) - Body, pertaining to the topic under discussion. This is confirmed by the occurrence of the steps within M2, which reached a frequency of 20 with a 100% occurrence rate, as exemplified in the following illustration:

Excerpt 6 of M2SA – Hortatory/Narration

Education is more than just teaching people to read and write; it's about giving them the tools to face life confidently. (Student 12)

Education is a learning that includes knowledge, skills and habits derived through research, teaching, and training. (Student 11)

Education is a process to gain knowledge and increase knowledge. (Student 10)

Above are excerpts of M2 – body. In the excerpt above, it was found that most speakers will start this step by defining the topic they will discuss and convey it to their audience. In the subsequent stage, "M2SB - Present an Argument," the speaker presents their argument or viewpoint. Thus, in their speech, the speaker incorporates their opinion while delivering the speech's content. This step allows the speaker to assert their perspective and contribute to the discourse surrounding the subject matter. As can be seen in the excerpt below:

Excerpt 7 of M2SB – Present an Argument

In my opinion, through character building, education will lead our next generation into a better morality. (Student 10)

The educational level of people in developing countries tends to be low. Because the low quality and quantity of teaching staff, the low quality and quantity of educational, and others. (Student 8)

In excerpt 7 above, the speaker provides his own argument. In making speeches, speakers often give their own arguments regarding the topic that the speaker is bringing. This study found that there were 20 frequencies, or 100% of the total frequency of giving arguments in speeches. Apart from that, in delivering the speech, the speaker also attached an example to support his argument, as can be seen in the excerpt below:

Excerpt 8 of M2SC – Example

The government has made efforts to the low quality of education for the population, for example providing free schools for the poor. (Student 8)

Apart from economic factors, there are several factors that make it difficult for children to get an education, such as the lack of available labor. (Student 9)

In excerpt 8, the speaker gives an example to strengthen the argument he has given. At this step, it is found that the frequency is as much as 13 or 65% of the data that attaches examples in their speeches. In addition, M2SD - Describe a process/series of events was not found in this study.

MOVE 3

Furthermore, in the speech, the speaker will directly or indirectly provide some important points or conclusions from his speech. Move 3 is the final part of the speech. In M3SA - Conclusion, the speaker provides several important points or conclusions in the speech directly or indirectly. As can be seen in the excerpt below:

Excerpt 9 of M3SA – Conclusion

I would like to end this speech by saying education is very important as it helps in bringing economic progress and social change to the country. (Student 19)

With all the explanations above we can conclude that education is very important because over time everything will develop, education exists so that humans can balance the development of the times, with proper and comprehensive education, humans can create various things and that's the beautiful thing about "Education". (Student 16)

In the excerpt above, there are 2 different forms of inference. the sentence "We can conclude that" blatantly that he concluded. While the excerpt for student 19, provides conclusions by repeating important things or important points in his speech. The frequency at this step is 12 or 60% of the data in this study. Furthermore, the final part of the speech also contains suggestions. M3SB - suggestion is when the speaker gives suggestions to the audience on the topic he has brought up. As can be seen in the excerpt below:

Excerpt 10 of M3SB – Suggestion

As a final point, let me say that teachers and education should enable an individual to see, observe, think, talk, and act for the good of the community. (Student 12)

Finally, ask yourself if we want to improve ourselves so we can get a better life. Therefore, never waste our opportunity to go to school, therefore, appreciate the struggle of our parents by being more active in going to school and studying diligently. (Student 11)

As we can conclude above, speakers provide suggestions to the audience. Suggestions in the majority of speeches occur indirectly. Speakers provide suggestions according to the topics they bring in the speech. In addition, the speaker will say thank you to close the speech. M3SC - Thanking is the closing part of a speech. Speakers close their speeches by saying thank you, as can be seen in the excerpt below:

Excerpt 11 of M3SC – Thanking

That's all from me, Thank you all. (Student 12)

That is all and thank you. (Student 20)

That's what I can say this morning. Hopefully it will benefit us all. Thank you (Student 18)

As can be concluded from the excerpt above, M3SD – thank you. It indicates that the speaker ended the speech by value the audience or the viewer by saying "thank

you". In this section found a frequency of 18 or 90% of the data. They have different ways to thank their audience.

Discussion

The objective of this study is related to the moves and steps often found in students' speech in public speaking class. In this study, 2 moves were found that often appeared. the first is Move 1 - Introduction (listener orientation and Content orientation), and the second is Move 2 - Body. These two moves often appear because these two things are mandatory in giving a speech. When opening a speech, a speaker is required to greet the audience. This is in line with previous research. On the results of research conducted by Noermanzah et al. (2019) at the opening of the speech delivered by President Joko Widodo, President Joko Widodo addressed the audience. In addition, President Joko Widodo also conveyed information in the form of a speech on the body/content of the speech. This explains why, in this study, Move 1 and Move 2 are the moves that are often found in this research. Also the lecturer in the class has also taught them the structure of speech. In Move 3, students only close by giving suggestions and thanks without giving important points or conclusions from their speech. This explains why, in this study, move 3 did not appear too often in speeches made by students in public speaking class. In this move, based on the class that was conducted by the research, this move factor was unsatisfactory because one of the factors was nervousness. This is because they gave speeches in front of their friends.

There are 6 steps that appear most often in student speeches in public speaking classes. These steps are Step 1A - Greeting the audience, Step 1E - Announce topic, Step 2A - Hortatory/narration, Step 2B - Present an argument, Step 3B - Suggestion, Step 3C - Thanking. Step 1A - Greeting the audience; this step often appears because greeting the audience must be done in a speech. It is for interaction between speakers and the audience. As President Joko Widodo did in research conducted by Noermanzah (2019), President Joko Widodo addressed the audience in the form of a prayer. Next, in step 1E - Announce the topic. This step also often appears in

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student speeches in public speaking classes because, in the speech they are giving, they will explain the topic of the speech they will deliver. It is similar to an oral presentation. Before making a presentation, a speaker will explain his presentation topic. The same as the results of research conducted by Widodo (2020), in his research results 90% of the frequency appears in his research. This proves that in speeches and oral presentations, the speaker will announce his topic.

The next step often found is Step 2A - Hortatory/narration. This is the core step in giving a speech. The speaker will definitely do that step in his speech at this step. In research conducted by Novitasari (2022), she found that 100% of the data appeared in the research she was conducting. She did research on oral presentations in the speaking-for-presentation class. Thus, it can be concluded that every public speaking activity requires content or body. Therefore, in this study, step 2B reached a frequency of 100%. The next step that often appears in student speeches in public speaking classes is step 2B - Present an argument. This step often occurs because, during the speech, the speaker will give his personal argument in the narration. In a study conducted by Chang and Huang (2015) they examined oral presentation. In his research results, 36.21% of the step frequency data appeared in his research. In addition, the research by Noermanzah et al. (2019) examined the rhetorical structure of President Joko Widodo's speech. In the end, President Jokowi gave an argument in his speech. So, it can be concluded that giving arguments in a speech will be done by speakers in narration. The speaker will give his opinion on the topic brought.

Furthermore, there are 2 steps that often appear in their speeches. These steps are suggestions, and thanks. In Step 3B - Suggestion, the speaker gives suggestions to the audience regarding the speech's message. This is also done in an oral presentation. In research conducted by Novitasari (2022), she found that 86% of the data she examined used suggestions in her oral presentation. This proves that in speech and oral presentation, the speaker will give advice before closing his speech or oral presentation. Meanwhile, in the thanking section. This step will be carried out in every public speaking activity to appreciate the audience for being given

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attention. This is proven in research conducted by Noermanzah et al (2020), where they conducted research on the rhetorical structure of the master of ceremonies. This step appeared in his research. Moreover, in oral presentation it is also found. Research conducted by Novitasari (2022) found that every student ended his oral presentation by saying thank you.

In addition, this study also found 2 steps that never appeared in speeches made by students in public speaking classes. These steps outline structure/indicate scope, and describe a process/series of events. In the outlining structure/indicating scope step, this step never appears because this step explains the structure of the public speaking activity or tells what scope will be discussed. This step they should do in their speeches. This lets the audience know about the boundaries and flow of his speech. This step factor is not found because in the tradition of speech in Indonesia, it is rare to find speakers mentioning their outline in speeches. In addition, if they forget to give an outline, they can use small notes to mention the outline and stick to the flow of the speech they will deliver. Furthermore, the step describing a process/series of events is not found in student speeches in public speaking classes because the of the topic of the speech. Because the topic of the speeches made by students is education, students only convey information. The speech they make is a type of informative speech. Therefore, in informative speeches, this step will not appear in their speech. Thus, due to the limitations of the topic, these steps were not found in this study.

In this study, students were limited to only discussing educational topics. Also in this study, this step will not be found because this step tells a process or event that has occurred. In their speeches, students often emphasize that education is important. Thus, students focus on giving the message that education is important. This step can appear in other public speaking activities. An example is an oral presentation. This is proven by research conducted by Chang and Huang (2015). Their research found that 29.31% of the frequency of these steps occurred in their study. They did research on oral presentations at TED Talks. Thus, it can be

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concluded that the speech does not find these steps but can be found in other public speaking activities such as oral presentations. It can also be concluded that these 2 steps do not appear in speeches, especially student speeches that discuss education but can appear in other public speaking activities, such as oral presentations, which previous researchers have proved.

In addition, the steps that do not appear in student speeches are caused by cultural values. In western culture, the outlining structure in speech is important to inform the audience about what will be conveyed. Besides, at the step, describe a process/series of events. This did not appear due to factors from the topics used in student speeches. In this study, students used educational speech topics. The focus of students in delivering speeches is the message. The speaker will only focus on the message. In addition, if the topic students use is a procedure, this step will appear in the student's speech. This is a limitation in this research. Apart from the topics used, cultural factors also influence the rhetorical structure used in student speeches.

CONCLUSION

Based on the findings of this study, it can be concluded that there are 2 moves that frequently appear in this study, the two moves are Move 1 - Introduction (M1A - Listener Orientation and M1B - Content Orientation) and Move 2 - Body/Content. The move has a frequency of 100% of the data. In addition, there are also 3 steps that often appear in this study. The step has a frequency of 100% of the data. These steps are greeting the audience, hortatory/narration, and presenting an argument. In addition, there are several steps that are also found quite often. with a frequency of 90% - 95%. These steps are announced topics, suggestions, and thanks. In addition, this study also found 2 steps that never appear in student speeches in public speaking classes. These steps outline structure/indicate scope, and describe a process/series of events. These two steps never appear because, in the outlining structure step, this step is unnecessary in the speech because what is needed in the speech is to announce the topic. After the audience knows the topic, the audience

will know the boundaries the speakers will discuss. In addition, describing a process/series of events never appears because this step tells the events. In a speech, the speaker will not explain the events that occurred. This step applies to other public speaking activities. These two steps did not appear in student speeches but were found in other public speaking activities, such as oral presentations that previous researchers had found. However, this research is only limited to student speeches, especially speeches with educational topics.

The researchers provide suggestions based on the limitations and results found in this study. For students with this research, they are expected to be able to improve the speech they make. Public speaking class is a mandatory class for second-semester undergraduate students. These results can be used as a reference and improve speech skills. Apart from the way of delivery, the contents of the speech must also be appropriate. For the lecturer, Pedagogically, the findings of this study may serve as a useful source of readings for the class on public speaking. The results of this study may be used to teach students about spoken genres, such as rhetorical movements and steps in text analysis, as well as to help students become more proficient in language skills like speaking and listening. It is known that speech is a discipline that undergraduate students widely use, however, the results of this study can later be used as a reference in that discipline. The research results will also be useful for lecturers in designing effective public speaking teaching methods for students, especially since this research was carried out starting from the introduction, body, and conclusion stages. For this reason, they need to know the rhetorical structures, such as moves and steps, that can be used as references in speech. Also, for further researchers, The study's findings can be compared, used as a reference source, and considered when conducting more in-depth research with various variables. In other words, the suggested approach for identifying rhetorical moves and steps can be applied to theory-based research when carrying out comparable studies with other characteristics, such as different styles of speeches of other university subjects.

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