RHETORICAL MOVE ANALYSIS ON THE UNIVERSITY STUDENTS' PRESENTATION: MOVE IN THE ORAL AND POWERPOINT SLIDE PRESENTATION

Khairatun Nisak[1]
[1]Faculty of Language and Literature Education, Universitas Negeri Surabaya
Khairatun.19048@mhs.unesa.ac.id

Slamet Setiawan[2]
[2]Faculty of Language and Literature Education, Universitas Negeri Surabaya
Slametsetiawan@unesa.ac.id

Abstract: *There is a limited study view on rhetorical moves employed in both students' oral presentations and PowerPoint slides in the classroom presentation. Few studies are largely realized on oral and slide movement in the conference and thesis presentation. Furthermore, the purpose of this research paper is to expose what are move employed by students in presenting classroom course project presentation orally and on slide, and what moves which is hampered in both. A qualitative survey based on the observation technique was used for data collection purposes. Data are analyzed using two divergent theoretical frameworks. The finding reveals students employ four moves of oral presentation; introduction, body, conclusion, and Q&A move. Otherwise, the PowerPoint slide highlights two moves including the body and conclusion move, the opening move seems optional. Further, orally, the omission of a summarization step in the conclusion move hampers students in reminded any point of the presentation thereby hampers the audience in strengthening their recall and understanding. The transition between spoken and written genres within the PowerPoint slide hampers through the dissipation move in both. Thus, the teacher should take into account the importance of rhetorical knowledge toward the presentation movement either in the oral or PowerPoint slides.*

INTRODUCTION

Communication skills in the foreign language might be obtained due to the implementation of oral presentations in the classroom. The oral presentation activity affects students speaking ability which can be a way for the teacher to develop such ability (Riadil, 2020, p. 13). This activity is much more received by university students as a training course that contains various presentation tasks as the course fulfillment to help them in cultivating their presentation skills (Peter & Averil, 2016, p. 19). Further, in presenting the presentation task students uses the PowerPoint slide as the presentation medium or a handout associated with their oral gloss. In this case, students require not only an essential presentation skills through their talk in delivering the presentation but also presenting the text in the slide.

Ivanka (Mavrodieva & Taylor, 2012, p. 4) reveals that students should master rhetorical skills relevant to oral discourse in front of an academic audience. Rhetoric is the art of using written and spoken language for obtaining a communicative purpose (Hauser, 2002, p. 208). For instance, rhetorical knowledge has a role in English language learning (Hussain et al., 2011, p. 4). Considering the students might not enough to understand what the speaker communicates but for what purpose they communicate the message and how they cover and accomplish their intended purpose within the communication to highlight an understanding.

Due to the highlighted presentation with the use of a PowerPoint platform there is an impression of the linearity created in the presentation between PowerPoint design constraints and information density (Degano, 2012, p. 135). It is one of the problems which are often found in students' presentations along with the material presented in the slide in the form of what students explain is not the same as the material presented in the slide. Through that, students' problems tied with the transition or movement of material presented orally and by slide. A study done by Anthony et al. (2007, p. 2) that students found heavy in relying on non-verbal transitions such as in the slide so they should be encouraged more to the linguistic-based transition in the presentation. Furthermore, the rhetorical move can be used as a linguistic-based transition approach which is essentially used to know the student's oral presentation movement between talk and slide.

A rhetorical move is one of the classifications or characterization from genres. Swales (1990, p. 45) defines a genre as a class of communicative events that the member of which share the same set of communicative purposes that the similar genre share similarities in structure, style, content, intended audience, and rhetorical movement. Dubois (1997, no. 46) adopted the move analytical model to analyze conference presentations. After that, many studies proposed a move in the oral presentation (Kuldip & Afida, 2018, p. 7, 2019, p. 15; Miles et al., 2014, p. 15; Srinon & Sucharitrak, 2020, p. 40). Otherwise, the move in PowerPoint slides has been viewed in the study done by Berk (2011, p. 141).

Few studies view the rhetorical move of oral presentations and PowerPoint slide has been done by students in presenting their M.A. thesis (Pieketaleyee & Bazargani, 2018, p. 1186). It founds that five basic units of an M.A thesis (introduction, literature review, method, result, and discussion) are presented as rhetorical structuring of PowerPoint presentation and might also explain in orally through the content being discussed Another study explored move in the conference presentation with using PowerPoint that is include an introduction, method, result, and discussion. Both conference and thesis presentations perceive spoken genre presentation move as the establishment moves in the written presentation genre also.

However, the present study intends to investigate how the rhetorical move contributes to the student's oral presentation and PowerPoint slides in presenting course project presentations. Further, this study proposes two questions what rhetorical moves are employed by students in the oral and PowerPoint slide presentation?, and how the presentation is hampered by students when employing rhetorical moves orally and by PowerPoint slides?

METHOD

This study adopted a qualitative research approach and used observation to collect data on students' presentations in the classroom. Fifteen students have participated in this current study. Five male and Ten female students have course project presentations in the psycholinguistic class. Each of them gathers in a group and presents a different presentation topic. During the observation, students' presentations are recorded and then transcript into written form to be analyzed.

The data obtained from the two groups of students' presentations within the two identification points; 1) rhetorical move on students' oral presentation, and 2) rhetorical move on students' PowerPoint presentation. Subsequently, these are analyzed by using two divergent theoretical frameworks. To analyze the rhetorical moves in student oral presentations use the framework proposed by some studies (Kuldip & Afida, 2018, p. 7, 2019, p. 15; Miles et al., 2014, p. 15; Srinon & Sucharitrak, 2020, p. 40). Further, students' PowerPoint presentation analysis uses the framework proposed by Berk (2011, p. 146).

An Overview of Rhetorical Move

The term rhetorical move is one of the classifications or characterization of genres. Swales (1990, p. 45) defines a genre as a class of communicative events that the member of which share the same set of communicative purposes that the similar genre share similarities in structure, style, content, intended audience, and rhetorical movement. Hence, Genre analysis using rhetorical moves was originally developed by Swales (1990, p. 164). He provides this approach to describe the communicative purpose of the text and to categorize the various discourse units within the text which is according with their communicative purpose or rhetorical move. This approach contributes to an understanding of how language is used within a discourse. Also, how the intended communicative purpose or way of thinking of community members is served due to the move to easily understood, to illuminate the wider discussion within a discourse, and to make the schematic structure of text well organized. Such text is problematically organized in a research article by a non-native undergraduate student. However, Swales have proposed move analysis in writing a research article by establishing the model which is called create a research space (CARS) model which proposes three moves; establishing a

territory, establishing a niche, and occupying the nice. Meanwhile, in spoken discourse move analysis is first investigated a research presentation at the biomedical conference from Dubois (1997, no. 46) cited in Swales (1990, p. 45), the move proposed consists of three moves consist of introduction, body, and termination move.

The notion of ''move'' in genre analysis is defined as a discourse or rhetorical unit performing the coherent communicative function in written or spoken discourse (Swales, 2004, p. 81). According to Douglas et al. (2007, p. 1), move is the section of the text that a specific communicative function is performed and each of the moves reaches the overall communicative purpose within the genre. Besides, Swales (1990, p. 164) noticed that a move within a discourse is consisting more than one move; each move is enlightened by some steps. It is in line with Winter et al. (2012, p. 1) who asserts A step is a lower level of text unit than the move, it provides the speaker or writer to set out their detailed perspective and assumption of the move. Elena (Cotos, 2018, p. 3) for example, defining moves and steps are used in describing and studying the rhetorical composition of texts within the genre. Altogether, the discourse structure of the written text or spoken can be identified and described through the establishment of the overall move types with each of the following steps encountered by the writer or speaker.

Move analysis develops as a top-down approach where the focus is on meaning and ideas in analyzing the discourse structure of text from the genre (Thomas, 2009, p. 245). It is, therefore, a move structure that has been used by the speaker and writer to characterize how different genres accomplish their communicative purpose. As such, frame moves are probably a feature of all spoken discourse. A movement is used to achieve a specific goal where the human language will not be merely a shadow of itself with a limitation on what can be expressed (Miyagawa, 2009, p. 23).

Move structure analysis has been used to analyze research articles in length (Ackland, 2009, p. 1; Hyland, 1998, p. 437). This research move identification is therefore used to realize how sentences are organized (Kawase, 2019, p. 235). Therefore, Nwogu (Nwogu, 1997, p. 119) has clarified that the moves and their constituent elements indicate assigned functions in segmenting the information together in a research paper. Besides, a spoken genre move, taxonomy for a spoken genre of student presentations have adopted a move rather than a marker approach (Ädel, 2023, p. 4). It noticed that, needs to propose moving approach to paint a complete picture of how speaker and writer interact through their use of language and what they use it for that does not entail the marker approach.

Rhetorical Move in Oral Presentation

The move analysis in presentation has been established by various scholars, especially in the academic presentation field. These attempts after the move analytical model had been proposed in the research presented at the conference. The academic

presentation covered a similar move to the conference presentation from the introduction section only. That begins with a move 1 introduction which comprises steps of listener orientation and content orientation. But, it differs from the amount of steps and content established which is not relevant for classroom student presentation.

Kuldip & Afida (2019, p. 15) investigated the move of the introduction section in the academic presentation which is higlighted by the student from English language (EL) and discipline-based courses (DB). Two steps covered in the introduction move inlude listener orientation and content orientation. The first step of listener orientation comprise three steps; greeting the audience, reciting a prayer, and introducing oneself/others (the speaker and the group members), while content orientation also has three steps to lead the audience into content, announce the topic of the oral presentation, and to outline the structure/indicating scope. Thus, the utilization of steps is also categorized into obligatory and optional which depend on the majority highlighted by the speaker.

Sladana (2015, no. 6) proposes the model of structuring the presentation in three board moves: the introduction, the body of the presentation, and the conclusion, and gives some examples of each of the steps in the move. The introduction move established is similar to the study done by Kuldip & Afida (2019, p. 15), but differs from the two additional steps construed such as introducing the topic and explaining the purpose of the talk. The second movement of the body of the presentation is followed by three steps-moving to the point, giving the example of the presentation being discussed, and introducing visual aids such as the graph, table, diagram, and the figure shown in the presentation. The final move of the conclusion uses the steps to summarize the presentation, thank the audience, and invite the question. However, Sladana discusses the genre presentation by providing information on how to improve the communication skill in spoken presentation effectively with the crucial of the highlighted example in each following step of the move whereby easy recognition of students' presentation.

Moreover, toward the essential highlighted move in an oral presentation Kuldip & Afida (2018, p. 7) posit the additional move of Question and Answer (Q & A) session as the final move after reviewing all studies in the oral presentation genre, certainly after the introduction, body, and conclusion move. For instance, in Seliman & Noor Izzati (2010, p. 210) the structure of the move has been found in the Q & A session of student oral presentation consisting of the three moves including the transitional phase, asking the question, and answering the question. In the move of a transitional phase, the speaker highlights the steps between making the transition and inviting questions. The following steps made in the move of asking the question are introducing the questioner, stating some questions, structuring the move, and questioning the move. Further, in answering the question in the final move comprising any steps of thanking the questionnaire, referring to PowerPoint slides, responding move, expanding the move reminder the

speaker of the question, confirming that the question is answered, and inviting the next question. This establishment of Q & A sessions might make both teacher and student aware of the move necessary which can help students to prepare for handling and participating in Q & A sessions than after.

Another consideration, the study done by Srinon & Sucharitrak (2020) reveals the actual additional steps in move 1, speaker stepping timing for question and handout as these have not emerged in steps from previous studies done (Kuldip & Afida, 2018, p. 7, 2019, p. 15; Sladana, 2015, no. 6). It founds the question is raised and taken at the end of the move. Perhaps, the timing of the question is not essential taken in the first move that might prevent the speaker from directing to the discussion point. Hence, the overall core of moves in the oral presentation includes introduction, body, conclusion, and Q & A move. The similarity or difference of the highlighted steps depends on the additional step employed by the speakers with the characterization of steps as optional, conventional, and obligatory depending on their incorporation. Besides, the contribution to the move of the student's presentation is seen in the language used and the linguistic features covered in some studies.

PowerPoint Slide Presentation

PowerPoint is a common tool used in presentation program that revolutionizes the way we present and teach (Niamtu 3rd, 2001, p. 466). PowerPoint usage in presentation as the speaking note where the rhetorical skill can be replaced to draw attention away to the hearer (Hertz et al., 2015, p. 273). Students' speaking ability can be improved when all the group members have the chance to explore and to enrich their experience in the speaking learning process (Fauzi et al., 2018, p. 83). According to Eunseok (Ro, 2021, p. 110), PowerPoint slides are used as a referential resource to identify a problems in students' presentation production and to solve the problem in obtaining understanding. Hence, using the PowerPoint presentation can evaluate both spoken and written genres made during the presentation delivery and students or teachers can learn from it. In moving toward the presentation delivery, the Oral presentation and PowerPoint slide have a distinct moves, but too crucial to take an account in viewing both for highlighting successful presentations. However, Berk (2011, p. 152) proposes six moves or transitions in PowerPoint slides, they are- opening and closing slides, slide title, next section or topic, bullet point on content, graphic material or illustration, and verbal jokes such as one-liners and multiple-choice format.

RESULT AND DISCUSSION

Results

The result of this research exposes the students' presentation in the psycholinguistic class. It has given the information of the move highlighted by students in two ways; 1) the move in the oral presentation, and 2). the move in PowerPoint slide presentation. In detail, the first and the second group presentation are served toward each of the moves they employ in both ways.

The rhetorical move of oral presentation

First Group Presentation

Table.1.The example of the occurrence of moves and steps

Moves	Step	Examples
Move 1: Introduction	Step A. greeting the audience	Assalamualaikum wr.wb. Good morning all.
	Step B. introducing oneself/other	My name is Alisa, and my friend ''Desy'', and we have come from the first group.
	Step C. Announcing the topic etc	Our topic today about '' Theory of language acquisition''
Move 2: Body	Step A. Moving to the series' main points	Let's see the definition of what is language acquisition
	Step B. Giving the example	To acquire the language is through interaction, for example, children or babies with his or their mother learn the language from their mothers through everyday interaction
	Step C. Summarization	………………………………………………………………-
Move 3: Conclusion	Step. A. Thanking audience	I think enough for our presentation, thank you for your attention today
Move 4: Q&A	Step. A. Transitional move	Prepare your question, and later ask us, we wait until 5 minutes
	Step. B. Asking questions	Any one of you who has a question, please ask!
	Step. C. Answering question	Let me answer the first question, The second, and so on.

Based on table 1, it is found that there are four moves employed by the students in the spoken presentation genre. These are including the move of introduction, body, conclusion, and question and answer (Q & A). In the introduction, they start the talk by greeting the audience, introducing herself and her friend, and announcing the topic which will be discussed. In the second movement of the body of the oral presentation, moreover, students do not separate the moves in explaining the series point of the presentation. These explained materials are given randomly based on the content of the presentation. Further, in the conclusion move, students do not summarize the presentation, where they just provide a conclusion by thanking the audience. For instance, the summary is crucial given in a presentation in which the information is repeated in a shortened form that might be easy to make the hearer understand or remember a given information. But, other sides, they provide the question and answer step section as one of the crucial steps also.

Second Group Presentation

Table.2. The example of the occurrence moves and steps

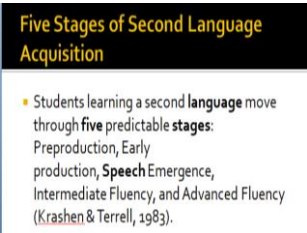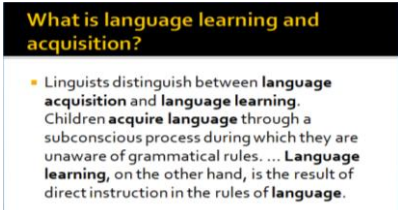| Move	Step	Text
Move1: Introduction	Step. A. greeting the audience	Assalamualaikum wr.wb. Good morning all, how are you today?
	Step. B. Announcing the topic	We will discuss developing morphology
Move 2: Body	Step. A. Moving to the series' main points	Morphology is the study of words in how they are formed…………….. In morphology there is a morpheme, a morpheme is the smallest unit of a word…………………
	Step. B. Giving the example	Take the example the word possible is added by the suffix '' i'm '' becomes impossible and the word comfort is added by the prefix '' able'' to become comfortable
Move 3: Conclusion	Step. C. Summarizing	……………………………………………………………………
	Step. A. Thanking audience	Thank you for your attention today
Move 4: Q&A		I give you 15 minutes to prepare and start the question
	Step. A. Transitional move	Okay, is there any question, please raise your hand!
	Step. B.	
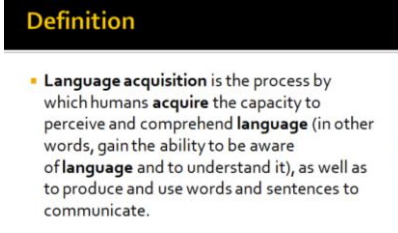
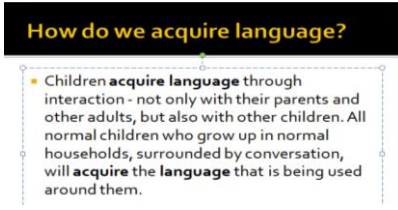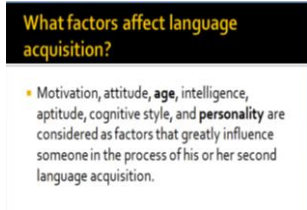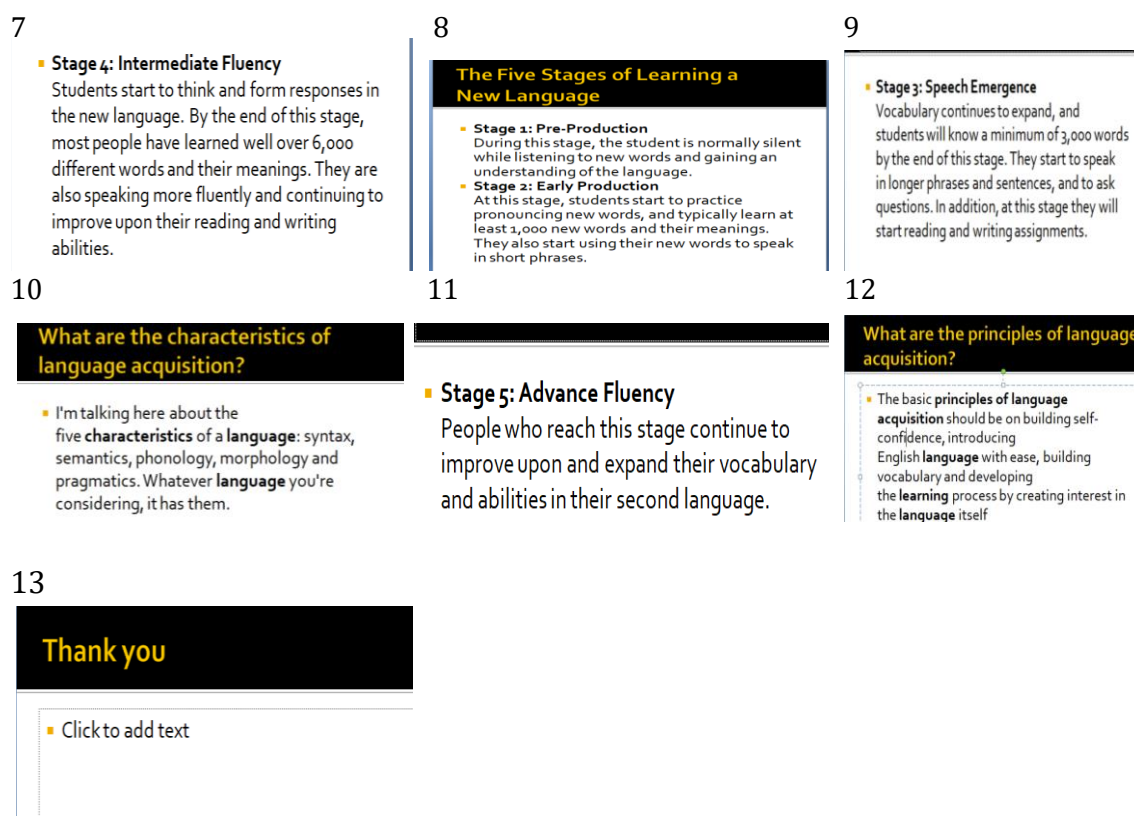| Asking question Step. C. Answering question	I will answer the third question first „„„ then other questions will be answered by the second presenter

According to table 2, students from the second group also construe four moves; introduction, body, conclusion, and Q & A move. The presentation is early begun with the students welcoming the audience then direct move to announce the topic, and the series point of the presentation in the body move. The spoken presentation genre between the two students does not serve coherently in the way they serve the information to overload contributed in their talk rather than the information they served within the slide otherwise the information carried in both is little contrast. This group also omits the summary step in the conclusion move which is quite important to serve clearer information. Students are directed to the thanking step which is used to inform their contented position toward given attention among audiences. For instance, the thanking steps often emerge at the end of the presentation which is never delayed by the speakers as these two groups realize. The last, Q&A move is similarly construed to allow classroom discussion on the presented material by the presenter or vice versa.

Rhetorical move on of PowerPoint Presentation
The First Group Presentation

From the analysis of student's PowerPoint slides found there are thirteen slide series construed by students for their project presentation, the slides are outlined below

1   2   3

4   5   6

7

- **Stage 4: Intermediate Fluency**
Students start to think and form responses in the new language. By the end of this stage, most people have learned well over 6,000 different words and their meanings. They are also speaking more fluently and continuing to improve upon their reading and writing abilities.

8

The Five Stages of Learning a New Language

- **Stage 1: Pre-Production**
During this stage, the student is normally silent while listening to new words and gaining an understanding of the language.
- **Stage 2: Early Production**
At this stage, students start to practice pronouncing new words, and typically learn at least 1,000 new words and their meanings. They also start using their new words to speak in short phrases.

9

- **Stage 3: Speech Emergence**
Vocabulary continues to expand, and students will know a minimum of 3,000 words by the end of this stage. They start to speak in longer phrases and sentences, and to ask questions. In addition, at this stage they will start reading and writing assignments.

10

What are the characteristics of language acquisition?

- I'm talking here about the five **characteristics** of a **language**: syntax, semantics, phonology, morphology and pragmatics. Whatever **language** you're considering, it has them.

11

- **Stage 5: Advance Fluency**
People who reach this stage continue to improve upon and expand their vocabulary and abilities in their second language.

12

What are the principles of language acquisition?

- The basic **principles of language acquisition** should be on building self-confidence, introducing English **language** with ease, building vocabulary and developing the **learning** process by creating interest in the **language** itself

13

Thank you

- Click to add text

From the figure reveals that slide 1 directly beginning with slide titles. Further, slides 3 & 4 found the coherence of the presentation genre in the slide does not guarantee success by a student toward the transition of the discussion focus. In slide 4, otherwise, it is not essential for students where the actual intention is to explain each of the stages in second language acquisition, not about the explanation of language learning and acquisition. It assumes that students less get knowledge of creating an essential presentation.

Another consideration students do not create the bullet point of the content move in the body of the presentation. In slide 2, seems they copy the definition of the material directly from the book, as does not use their word to be clearer and to the point. It might make the audience or other students, or even the speaker difficult to easily serve the content and point of the presentation. Besides, the highlighted move in the PowerPoint presentation appears through the spoken genre move contribution. Students transmit their speech that notices in slide 7, whereas it is not needed to serve. For instance, they seem to hamper the rhetorical move between spoken genre and written genre through the maintenance of transition in both.

The last, slide 13 is a closing move written with the word ''thank you'' as the speaker thanks for the audience's attention. The group does not highlight the move such as giving a multiple choice to allow a discussion the Q and A move. Moreover, verbal jock such as

multiple choices presented in the slide might be a Q and A moves which create the discussion of the provided answer.

The Second Group Presentation

1   **2**   **3**

4   **5**   **6**

Figure.1 A series of the second slide identifications

In the second slide identification from this group presentation, students also direct construing to the slide title move without realizing to the opening move section, as it is similarly done by the first group. It seems that the opening of the PowerPoint slide presentation is an optional move to employ, otherwise, the closing slide seems like a conventional move that is employed by both groups. Slide 6 shows the realization of the closing movement, it is similarly ended with the word '' thank you''.

Further, slides 2 & 5 provide irrelevant information where the information given by the presenter is too little and shorter. The body movement of slide presentation in slide 2 outlines the first discussion of the content of the presentation which is the essential material about the notion of morphology and part of it explained orally. However, students illustrate the example of developing morphology in stepping the first discussion that the information covered in both is quite a contrast. Besides, they do not provide the relevant information through the limited concept explanation noticed. Through written genre in slide 3, appears the transition establishment of spoken genre within the slide through the word ''stating that''. It is also not essential to transfer into writing. Another consideration, the course material seems direct copied from the book to the slide.

Discussion

Four moves of the academic oral presentation are covered in both group presentations. They step the introduction move by greeting the audience. Basically, greeting the audience has the intention to call the audience's attention in which calling the audience's attention is classified as listener orientation. Therefore, the realization of the first move orally is often begun with the listener orientation step, as it is an obligatory move in the majority. This step is actually to attract the audience's attention (Kuldip & Afida, 2019, p. 15).

Due to the body move, the detail of explaining the series point of presentation in classroom course presentation differs form the research presentation which have detailed the series point of the presentation to be highlighted However, Kuldip & Afida (2018, p. 7) reveal there is no standardized fixed move in this second move whereby the move is established based on the content of the task. It highlights the consideration which makes a distinction between the moves of conference presentation and classroom presentation due to the content of presentation focus. Considering the content of classroom presentations is associated with a certain subject, while the conference or thesis presentation is associated with the research focus. Hence, students should have a topic and mode of delivery that focus on the content of each presentation to increase their effort on something false being made during presenting (Saunders et al., 1985, p. 345).

The nonlinearity of the information carried by the second group presentation might affect the confusion among the audience. Therefore, a commentary on students' oral presentations is given by the teacher through content and logical thinking, and PowerPoint design to enhance their communicative skills in a second language (Wang et al., 2017, p. 262). It is strongly assumed that the core of the presentation is based on a given essential and linearity of the content. As long as communication skill is measured in how the given information can be understood and received by each other as well. The omission summary step done by both groups can hamper the presentation of restating any key point. Meanwhile, Sladana (2015, no. 6) asserts that students should summarize their talk to remind the audience of the key points. That, if the summary is omitted, might make the audience's retention and recall of the presentation is decreased.

The establishment of Q&A move is merely used to allow the classroom discussion between presenters and audiences. It is in line with Saragih (2019, p. 1) reveals oral presentation has the benefit of increasing students' speaking skills and gaining a fruitful discussion where the students receive new knowledge by exchanging their opinion. Otherwise, for better exchange of the opinion and discussion within Q & A move establishment should be explained to the students to make them conscious of the appropriate utilization of Q&A sessions.

The distinction of the first move in the PowerPoint slide is begun with the slide title which is employed by both groups. It is in line with Berk (2011, p. 152) proposes a presentation that consists of the opening section slide. Further, the body moves in the slide to establish the transition of the discussion focus. For instance, Anthony et al. (2007, p. 2), suggest that students should encourage more linguistic-based-transition in the presentation. the information given through PowerPoint slide moves can hamper the audience understanding of the way spoken genre is transferred into the written genre (text in PowerPoint slide). Hence, information which does not provide relevant can affect the audience. For instance, Williams et al., (2016, p. 243) assert that relevant information can be identified more by students rather than irrelevant information.

The information which is not served in bullet points in which the presenter provides too much information can also hamper the audience to understand easily. It seems the speaker just easy to copy the information in the book to the slides. Thus, course material that is copied into a slide with too many explanations and details will be an adverse effect on students' retention and recall of the presentation (Gordani & Khajavi, 2020, p. 403). However, Stephen (Kosslyn, 2007, p. 164) asserts that the information which is presented in the slide is neither too much nor too little to make the communication most effective.

However, this project presentation is given by the teacher as a course assignment to be fulfilled by the student in must. For instance, this task or assessment given is to train students' communicative skills in the foreign language classroom (Ali & Corresponding, 2015, p. 94; Chutamas & Richard, 2009, p. 4; Macari, 2017, p. 10). In this activity can be seen that students become active in explaining their presentation independently which the teacher does not take part in it. It is considered a student-centered activity that the student's communicative competence can be improved in they take part to create the content of the presentation and become active in the class (Brook & Wilson, 2014, p. 199).

Another consideration, is the student's presentation is also seen from the PowerPoint slide because the device constitutes a genre that stores the information of such a presentation and presents it digitally. However, students cannot only have the ability to use a kind of this device. As PowerPoint does not only affect the way they present but also the way they think learn and understand it is crucial for them to stop thinking through technology and start to think rhetorically (Kjeldsen, 2006, p. 2).

CONCLUSION

This present study exposes the way students employ rhetorical moves in the spoken and written presentation genres. There are four highlighted moves in students' oral presentations including an introduction, body, conclusion, and Q&A moves, as these are congruent with the previous model proposed by some studies above but a little different from the presenter variation. Otherwise, in the written presentation genre

through PowerPoint slides, there is no opening section in which the presenters move directly to the slide title forward. Perhaps, the opening section can be portrayed in the slide to welcome the audience such as by writing'' a good morning'' or '' welcome today's presentation'' with a colorful design. Besides, the closing section of the slide is similarly established by both groups through the word '' thank you''. It seems the opening section is an optional move while the closing section is a conventional move construed. Further, in segueing the next section of the presentation the slide is considered as the body move construed in students writing.

Regarding rhetorical move which hampers students' oral presentation is through the closing move in the summarization step. Students do the omission of the presentation summary which hampers them to remind the key point of the material presented to the audience. Further, makes the audiences' recall the received information will be lesser. Another consideration is through spoken genre establishment which is transmitted in the slide where students talk orally is also talked in the slide but in the form of writing, whereby it creates the dissipation move between written and spoken presentation genres. It seems students lack to highlight the presentation in these two ways. Besides, the *unrelevant* information given, and the bullet point which does not provide can be another factor. Hence, the teacher should expose rhetorical knowledge of the presentation movement by the way how to employ move in oral presentation and move in PowerPoint slide presentation.

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