A PORTRAY THE USE OF SPEECH TRANSITIONS IN SEMANTICSS AND PRAGMATICS CLASS PRESENTATION

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ABSTRACT

In presentation, speech transitions are words and phrases that allow someone to smoothly move from one point to another so that a presentation is unified and it is easier for the audience to understand an argument without confusing to how one point relates to another. The goal of this study is to investigate 21 English students using observation sheet when the students delivering presentation at Semantics and Pragmatics class. Data is described qualitatively to know the speech transitions used by students in one semester in academic year 20232

Key Words: *Speech Transition, Semantics and Pragmatics class.*

Introduction

Presentation class is one idea to help English students to improve their speaking in learning process at English Education Program of Muhammadiyah University of Bengkulu. And it is also to create innovative ideas when students come up with creative and interesting slides to illustrate their talk. In delivering their presentation, the students learn how to deliver an effective talk in order to make audience can understand how everything links together and why it's all relevant. Adding to the information above in which transitions are words and phrases that allow a speaker to smoothly move from one point to another so that a speech flows and a presentation is unified. According to Dugan, A. (2013), transitions smooth over the boundary between two ideas, and reveal the relationship between the words just spoken and those about to be spoken. In this way, transitions help audience understand your message, so that the whole speech is heavily framed and effectively cut off not.

One point to discuss transition itself can be described as a signpost that tells the audience where a speaker is going, just like signposts along the highway tell you which direction you are heading. When a speaker says, "You've seen what the process can do, let's now look at market opportunity", the audience knows that the speaker is leaving one topic and moving on to the next. A transition can be a single word or a phrase or even a sentence or two. Andrei (2020) said that Transition words are snappier, shorter, and quicker than transition phrases. They heighten the pace and intensity of a sentence in a speech. Some examples are: "Instead," "Additionally," "Also," "Next," "Now," "And," "Lastly," "First," "Because," "Since," etc. They work because they are, essentially, a mini open-loop. When you connect one sentence to another by starting the second

with the word "but," that implies an exception, for example. And people are captivated by that mini open-loop because they want to complete it. "But *what?*" Technically, all transitions are mini open-loops until the sentence is finished, but these are particularly effective because they are just one word. More on this later. The explanation can be concluded that speech transition will connect one idea to another and helps the audience follow along.

The explanation above also supported by Anthony L and Yamazaki (2007) Signaling Transitions in Oral Presentations: Language and Strategies. From https://www.researchgate.net/publication/4322123_Signaling_Transitions_in_Or al_Presentations_Language_and_Strategies and retrieved from theses of Scott Donald Dohrman Brigham Young University (2017): The Effect of Transition Word and Pre-Speaking Activities on Text   Type: Moving from Intermediate to Advanced Speech Type: Moving from Intermediate to Advanced Speech. Previous researches discussed the use of speech transition in delivering speech.

Literature Review

The few studies on Speech Transition by Anthony L and Yamazaki (2007) found that Signaling Transitions One of the key elements of a successful presentation is the smooth and clear linking of ideas in and between slides. To achieve this, a presenter needs to know the appropriate language and effective strategies for signaling transitions. With the aim of providing better guidance on signaling transitions in presentations, in this study we will first review the advice given in popular self-help guides aimed at native and nonnative speakers of English.

Other studies on Speech Transition by Dohrman (2017) found that in his thesis examined how pre-activities, namely transition word and pre-speaking activities, affected fluency and complexity as they relate in particular to increasing text type. For fluency, it was found that pre-speaking had advantages over transition word activities alone in terms of words per minute. On the other hand, a combination of the two methods facilitated the production of longer oral responses over all. In terms of complexity, evidence was also found that pre-speaking helps speakers produce more clauses than transition word activities alone, giving some additional credence to Gaillard's (2013) thesis demonstrating the benefits of pre-speaking activities to increasing the quantity and quality of oral responses. Finally, for both fluency and complexity, there was a consistent trend that suggested, regardless of pre-activity, that providing scaffolding before oral exercises can lead to increases in these aspects of text type. The findings in this thesis thus introduce how different pre-activities have implications for text type.

Adding to this study speech transition research above, Soni, et all (2021) in their research An Empirical Study of Topic Transition in Dialogue found that in longer conversations have more topic transitions and one participants changes topic more than the other participant. Topic transition was modeled with satisfactory precision and the *ood* evaluation produced satisfactory results as well.

The rationale for the study and research questions

As described above, speech transition studies mainly investigated one of the key elements of a successful presentation is the smooth and clear linking of ideas in and between slides. To achieve this, a presenter needs to know the appropriate language and effective strategies for signaling transitions. With the aim of providing better guidance on signaling transition's in presentations, in this study we will first review this study looked at What are the speech transitions used by English Students in Semantics and Pragmatics Class Presentation ?.

Method

In this study 20 students in Semantics and Pragmatics Class were involved and taken their data in presenting Semantics and Pragmatics material in each week qualitatively in one semester in academic year 20232. These speech transition data were taken from twelve presentations done by each group presentation. The corpus of the study is presented in the following table,

Table 1
Transition Signals for General Use

Meaning /Function	Sentence Connectors		Clause Connectors	
	Transition phrases	Conjunctive Adverbs	Coordinating Conjunction	Subordinating Conjunction
To introduce an additional idea	In addition	Furthermore moreover, besides, also, too	And	
To introduce an opposite idea	On the other hand, in contrast	However, nevertheless,Instead, still, nonetheless	But, yet	Although, thought, even thought, whereas, while
To introduce a choice or alternative		otherwise	Or	If, unless
To introduce a restatement or explanation	In fact, indeed	That is		

To introduce an example	For example, for instance			
To introduce a conclusion or summary	In conclusion, in summary, in brief, in short, indeed			
To introduce a result	Accordingly as a result, as a consequence	Therefore, consequently, hence, thus	so	

Source: *Taken from the Writing Academic English Third Edition by Oshima and Hogue (1998)*

2.2 Data Analysis Procedure

To answer the research question, the initial part of the Speech Transition, in this study, the research designs/methods used in data qualitatively in which to analyze the data which is got from class presentation. The data were classified into sentence connectors and Clause connectors used by each group of students when they delivered their material in Semantics and Pragmatics Class presentation. The data analysis procedures are: 1) Data collection procedure, 2) Data analysis technique, 3) Research participants, 4) The course, 5) Materials, 6) Research instrument(s), and 7) Limitations.

Results and Discussion

Data analysis results on Speech Transition used by English students in Semantics and Pragmatics class presentation in the fourth Semester of Muhammadiyah University of Bengkulu can be categorized as Sentence connectors and Clause connectors. The data got from 10 group presentation who have 2 students in each group. The data are presented as table below,

3.1 Frequency of Speech Transition as Sentence Connector and Clause Connectors Used by Students in Presentations

This section provides an account of the frequency of Speech transition as sentence connector used by English students in presentation class based on Oshima and Hogue (1998) model, which was observed in the data. All of students in each group were examined. The results of the frequency of the occurrence of the speech transition as sentence connector are presented in Table 2 below.

Table 2
Sentence Connectors

Meaning/Function	Sentence Connectors						Total all (%)
	Transition phrases	Frequency N = 20	Total (%)	Conjunctive Adverbs	Frequency N = 20	Total (%)	
To introduce an additional idea	In addition	8	40%	Further more	5	25%	65%
				moreover	2	10%	10%
				besides	15	75%	75%
				also,	13	65%	65%
				too	10	50%	50%
To introduce an opposite idea	On the other hand	4	20%	However	8	40%	60%
	in contrast	5	25%	nevertheless			25%
				instead			
				still,	16	80%	80%
				nonetheless			
To introduce a choice or alternative				otherwise			
To introduce a restatement or explanation	In fact	6	30%	That is	11	55%	85%
	indeed						
To introduce an example	For example,	18	90%				90%
	for instance						
To introduce a conclusion or summary	In conclusion	17	85%				85%
	in summary	3	15%				15%
	in brief						

	indeed						
	in short,						
To introduce a result	Accordingly as a result,			Therefore,			
	as a consequence			consequently,			
				hence,			
				thus			
TOTAL			43,5 %			50 %	47,7 %

The findings in Table 2 indicate that there exist some variations of speech transition as sentence connector used by students in each presentation to deliver their speech in presentation class. They are used in transition phrases such as *in addition* to introduce in additional idea, on other hand/in contrast to introduce an opposite idea, in fact to introduce explanation, *for example* to give an example and *in conclusion/in summary* to conclude their presentation class. Related to the disciplines of speech transition, the study revealed that the most frequent used by students in sentence connector are *for example* and *in conclusion* to give some points to their presentation in the end of time. Furthermore, in using conjunctive adverbs as sentence connectors, students tend to use; *still* to restatement their explanation, *besides and too* especially to add their idea to the point of their presentation. Related to this finding, Faqeabdulla (2023) in her study found that how first-year English majors at Salahaddin University's College of Education used transitional words. There were 123 transitions overall, according to the analysis of the transitions used in each paragraph. Among them, the conjunction "for example" was frequently used, sometimes repeatedly. It would be advantageous for them to learn and use a wider variety of transition words to further improve their writing abilities. The findings of this study, however, similarly from such data of Faqeabdulla (2023) in which Speech transitions as also used by English students in Presentation class.

Continuously, the findings in Table 3 indicate that there exist some variations of speech transition as clause connector used by students in each presentation to deliver their speech on presentation class. This is demonstrated in Table 3 as follow,

Table 3
Clause Connectors

Meaning/Function	Clause Connectors						Total All (%)
	Coordinating Conjunc	Frequency N = 20	Total (%)	Subordinating Conjunc	Frequency N = 20	Total (%)	

	...tion			...tion			
To introduce an additional idea	And	20	100%				100%
To introduce an opposite idea	But	5	25%	Although,	8	40%	65%
	yet			thought,			
				even thought,			
				whereas			
				while	10	50%	50%
To introduce a choice or alternative	Or	8	40%	If	12	60%	100%
				unless			
To introduce a restatement or explanation							
To introduce an example							
To introduce a conclusion or summary							
To introduce a result	so	17	85%				85%
TOTAL			62,5%			50%	57,7%

The next findings in Table 2 indicate that there exist some variations of speech transition as clause connector used by students in each presentation to deliver their speech in presentation class. The highest frequency, they used Clause connectors 'and' as coordinating conjunction to introduce their additional idea and 'so' to introduce the result to add their references from reading adventure. Related to the Clause connectors, most frequent used by students in presentation class as subordinating conjunction 'while' when they stress an opposite idea to the floor and 'if' to explain the opposite idea of their presentation. Related to this finding, Faqeabdulla (2023) also found the same finding of first-year English majors at Salahaddin University's College of Education. Among them, the conjunction "and" was frequently used,

sometimes repeatedly. Continuously, the conclusion got in Table 2 and 3 focuses to the use of speech transition is concluded,

4. Conclusion

This study has sought to identify the distribution of stance speech transition used by English students when they deliver their explanation in presenting their materials in semantics and pragmatics class. One notable finding is that speech transition is used to arrows the points the audience in the direction the speaker wants them to look. They can help signify the different sections of the speech to help chunk and organize the important information for the audience.

In regard to the use of speech transition in presenting class, it can be concluded that the most frequent speech transition as sentence connector used by English students in delivering presentation is 'for example' as coordinating conjunction and 'still' as conjunctive adverb. And speech transition as clause connectors is 'and' to introduce additional idea, 'so' to introduce a result from browsing reading adventure on internet.

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