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## THE RHETORICAL STUDY OF IELTS SPEAKING TEST BAND 7 OR ABOVE

by

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### Abstract:

*Rhetorical studies in various texts have been widely conducted. However, compared to studies in written text, spoken text still received very little scholarly attention. For example, studies on rhetorical structure within the International English Language Testing System (IELTS) are hardly found in the literature. Responding to this fundamental need, this study intends to investigate what rhetorical model IELTS test takers employ to make their English-speaking receive excellent scores. This study analyzes ten IELTS speaking tests that receive band seven or above to realize this intention. These ten videos of IELTS speaking tests were taken from YouTube using standard criteria. Their recordings were transcribed to find their rhetorical model, and a top-down analytical approach was employed to find functional moves and strategies to achieve speakers' intentions. The results showed two communicative moves and six strategies as a rhetorical model used by the IELTS test takers who received band seven or above in the present study. This finding implies that understanding the rhetorical model of IELTS speaking may improve awareness of responding to interviewers' requests.*

**Keywords:** Band seven or above, IELTS, rhetorical model, speaking test

### Abstrak:

*Studi retorika dalam berbagai teks telah banyak dilakukan. Namun, dibandingkan dengan studi dalam teks tertulis, teks lisan masih mendapat perhatian ilmiah yang sangat sedikit. Misalnya, studi tentang struktur retorik dalam Sistem Pengujian Bahasa Inggris Internasional (IELTS) hampir tidak ditemukan dalam literatur. Menanggapi kebutuhan mendasar ini, penelitian ini bermaksud untuk menyelidiki model retorik apa yang digunakan peserta tes IELTS untuk membuat penutur bahasa Inggris mereka menerima skor yang sangat baik. Studi ini menganalisis sepuluh tes berbicara IELTS yang menerima band tujuh atau lebih untuk mewujudkan niat ini. Sepuluh video tes berbicara IELTS ini diambil dari YouTube menggunakan kriteria standar. Rekaman mereka ditranskripsikan untuk menemukan model retorik mereka, dan pendekatan analitis top-down digunakan untuk menemukan gerakan fungsional dan strategi untuk mencapai niat pembicara. Hasil penelitian menunjukkan dua gerakan komunikatif dan enam strategi sebagai model retorik yang digunakan oleh peserta tes IELTS yang menerima band tujuh atau*

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*lebih dalam penelitian ini. Temuan ini menyiratkan bahwa memahami model retorik berbicara IELTS dapat meningkatkan kesadaran menanggapi permintaan wawancara.*

**Kata kunci:** *Band seven or above, IELTS, rhetorical model, speaking test*

## INTRODUCTION

Studies of rhetorical structures have been carried out on various texts, both spoken and written texts. In spoken texts, this topic has been investigated in Master of Ceremonies (Noermanzah et al., 2020) and Anomic Aphasia (Kong et al., 2018). However, this topic is analyzed more in written texts as our review shows that this topic has been investigated in master theses (Ebadi et al., 2019), research article abstracts (Amnuai, 2019; Warsidi, 2021b, 2022b), CEO letters (Hussain et al., 2020), newspapers (Sawalmeh, 2019), social media influencers (Ge & Gretzel, 2018), job application letters (Warsidi, 2022a), and men's and women's notes (Tanusy, 2022). More details about this review are described in the following paragraphs.

The rhetorical structure in the Master of Ceremony (MC) and the function of *Akikah* in the city of Lubuklinggau are analyzed using qualitative research methods (Noermanzah et al., 2020). Data collection was carried out using recording, observing, and proficient techniques. Interview data were obtained from several people, including traditional leaders, religious leaders, and community leaders. The results of the study showed that the rhetorical structure of MC in the *akikah* ceremony in the city of Libuklinggau consists of Move 1 is an opening of the *akikah* ceremony, which includes thanking Allah, reading the Qur'an, reciting the *basmalah*, and conveying the purpose of the ceremony. Move 2 is the contents of the *akikah* ceremony, which includes delivering an event, introducing the program, delivering the speech, reading *al-barazanji*, and shaving the baby's hair. Move 3 is the closing *akikah* ceremony, which includes prayer, apology, and closing. This finding showed that *Akikiah* has three communicative moves in conveying the news of the birth of a baby, as a form of gratitude to Allah SWT, instilling faith, implementing Islamic law, providing intercession for parents, and hoping to become a pious child.

The rhetorical study was also conducted in the abstract section of the Master of Arts student thesis (Ebadi et al., 2019). Data were collected using 60 Master of Arts (MA) students' theses in applied linguistics; 30 were written in English by Iraqi students, and English native authors wrote the other 30 theses. This study aims to analyze the rhetorical structure of both the abstract and the introduction to describe descriptively the rhetorical structure used by Iraqi and

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international students. These findings suggest that Iraqi students used steps including a.) Research hypotheses, and b.) Outlining the structure of the thesis in their abstracts, while these rhetorical features were absent in their international counterparts. Iraqi students also discussed the results more abstractly than international students. Although Iraqi and international students use the same frequencies in the introductory part, international students use different steps to put the writing into action.

The rhetorical structure is analyzed in the literature review (LR) section of English-language research articles (RA) written by Egyptian researchers in the field of linguistics (Rabie & Boraie, 2021). This research method includes exploratory research because very few researchers discuss LR. In this study, 10 Egyptian linguistic LR were taken as examples drawn from the top 5 local English language journals according to the highest council of the University and five international English language journals listed in the Journal Citation Reports (2018) in Clarivate Analysis between 2013 and 2019. Based on the quantitative and qualitative analysis, the findings revealed Step 1 (defining the part of the research area itself), Step 2 (creating a research niche), and Step 3 (occupying a research niche). This finding implies that international LR authors are more knowledgeable about the genre than their local LR counterparts. It could be argued that their genre knowledge development is due to their exposure to other types of academic instruction that pay more attention to genre knowledge in academic writing and guide students in using appropriate rhetorical features. These findings suggest many pedagogical implications for novice and non-native researchers, EAP course designers, and instructors.

The rhetorical structure is also investigated in the abstracts of research articles in international and Thai journals (Amnuai, 2019). This study reveals that every article written by native and non-native English speakers has similarities and differences in rhetorical structure and linguistic features across disciplines. This research investigates the rhetorical movements of English research articles (RA) written by authors from different languages and cultural backgrounds. Data was collected with two corpora prepared for analysis: the international corpus and the Thai corpus. The data analyzed were 60 RA abstracts from 2 corpora, codified separately to allow access to each abstract analyzed more easily. The model used in this analysis contains five main steps, starting with the introduction, objectives, methods, products, and conclusions. The results of this study indicate that the comparison of the two corpora shows similar goals, methods, and products, but the difference lies in the frequency of preliminary and

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closing movements. The two bodies differ markedly in the frequency of preliminary and closing movements. In the international corpus, the frequency of the two titles is relatively high, even twice that of the Thai corpus.

The rhetorical structure is also analyzed in CEO letters, which usually contain an introductory report and a description of the company's performance (Hussain et al., 2020). This study collected data consisting of 10 CEO letters from local Italian companies, 10 from international companies, eight letters from leading international oil companies, and 15 letters from CEOs of companies listed on the Hong Kong stock exchange. Based on this study's main findings, professional writers beautify the company's reputation by using negative language features and minimal positive aspects. Moreover, the company claims to respect and take responsibility for positive events, but in adverse events, responsibility is avoided. Finally, CAR is primarily a reporting promotion genre and is structurally different from other promotion genres, as it is deliberately interdisciplinary in the allocations practiced to corporate reporting and promotion.

Jordanian newspapers have also investigated the rhetorical structure (Sawalmeh, 2019). The aim is to examine the Moslem Obituary Announcement (MOA) and Christian Obituary Announcement (COA) published in the al-Ra'i newspaper, particularly research on identifying macro-rhetorical and micro-linguistic realizations. Data were 250 obituary announcements studied, consisting of 150 MOAs and 100 COAs written for five years, from February 2012 to July 2016. Procedurally, this study included both quantitative and qualitative approaches. This study showed that the language of MOA and COA is loaded with religious lexical choices that reflect religion, values, beliefs, procedures, and genres. In addition, the sociocultural background was presented in the structure of the MOA and COA formulas. This study provides an extensive investigation of the generic structure of MOA and COA without examining gender-related differences between Muslims and Christians. Therefore, future research on electronic and spoken OA in Jordanian society will be significant in demonstrating the similarities and differences associated with the patterns of linguistic realization and general conventions of texts. In addition, this research will still require cross-cultural and intra-cultural comparative research.

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Such studies were also investigated in anomic aphasia (Kong et al., 2018). The purpose is to determine discourse cohesion between speakers who do not have a brain injury and speakers who are anomic qualitatively and quantitatively. Data was collected by collecting 15 native Cantonese speakers with anomic aphasia and 15 participants in 60 language samples. The sample analyzes the discourse structure in rhetorical structure theory to analyze some structural parameters. The research results show that disorganized discourse can be assessed as significantly incoherent. Speakers not brain-damaged show greater fluency in producing visible language than speakers with aphasia and use a broader range of semantic relationships to create discourse. Aphasic speakers also tend to omit information content that is still considered necessary. This research also shows that non-brain-damaged speakers have much higher levels of understanding and clarity than aphasic speakers.

Such studies are also analyzed on social media influencers (Ge & Gretzel, 2018). The purpose is to dissect, describe, and label social media influencers in a persuasive effort to initiate engagement through emojis. This study used 600 Weibo posts by the top 200 Weibo influencers to represent various domains in marketing and ensure that the data captures effective marketing retirement strategies. The results indicated that the emojis used in text have three ways of formulation, namely, adding appeal emojis to textual components that do not contain persuasive content, emojis functioning as additives to strengthen further counter persuasive conveyed through text, emoji encapsulating emotional appeals that act as modifiers to revise appeals expressed in text. Influencers also reveal that emojis express not only positive things but also harmful and mixed emojis to trigger reactions from their followers. The study also revealed that using one emoji repeatedly and using different emojis can have the same semantic meaning. Research also reveals contrasting results when it comes to building credibility. Besides, influencers in the sample prefer building trust over building expertise. The results implied that social media influencers deploy various emojis to express opinions and emotions, convey factual information, and initiate tiring communications and small talk.

The rhetorical structure was also investigated in application letters in both Indonesian and English (Warsidi, 2022a). The purpose is to find a rhetorical model for both data sets. The research method is a form of research that uses a genre approach in English for particular purposes (ESP) (Swales, 1990). Data was collected by involving and training 12 English foreign language students (EFL) to analyze the rhetorical structure within 63 English and 63 Indonesian

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application letters. However, of the English job application letters, 25 were written by non-native English speakers, so the researchers only focused on 38 English job application letters and 63 Indonesian job application letters. The study results showed that English and Indonesian application letters have similarities and differences. English application letters tend to present brief information about the applicant, while the Indonesian language corpus presents the letter's subject. The study revealed that English applicants use seven strategies, while the Indonesian corpus uses six. The most notable difference is that an English application letter related to work experience demonstrates the ability or skills to work efficiently, while Indonesian application letters only include these communicative moves in the optional form. This finding implies that English application letters try to convince employers that their skills and abilities are necessary and valuable for their applied position. In contrast, Indonesian applicants are trying to provide personal data and further information as they have attached.

Another rhetorical structure was also analyzed in the records of men and women (Tanusy, 2022). This study aims to investigate suicide notes in two corpora – one written by a man and one written by a woman to identify the appearance of certain message features in a text. Data were collected using the help of generalized software in the AntConc research linguistic corpus with 216 records: 93 notes written by women and 123 by men. The study results showed that male and female recipients have different communicative purposes. Most women start the note by writing the term followed by the first name, while men write the recipient by writing the name without any term. The way women use language is a more intimate approach to the recipient of the message, and this shows that women use language to build connections with other people.

Moreover, women's notes also contain expressions of personal feelings, such as gratitude to others. However, men seemed to focus only on explaining how they felt at the time of writing and blamed themselves or others. This finding implies that men and women have different goals when writing their final form of communication. Unfortunately, this study did not show this explicitly.

The above literature review shows that rhetorical structure studies are primarily investigated in written texts, whereas such studies are rarely conducted in spoken texts. Our review shows only two scholars studying this problem. However, among the two scholars who

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investigated rhetorical structures in spoken texts, neither of them investigated the speaking test of the International English Language Testing System (IELTS), while investigating this issue can contribute to the development of knowledge, particularly for teaching speaking students in English foreign language class. Identifying this gap has prompted us to undertake this research. Based on this background, this study formulates the research question: what does the rhetorical model of IELTS speaking test band seven or above look like?

## METHOD

### *Design*

This study used a qualitative approach to analyzing data. This study analyzes how IELTS test takers successfully achieve band seven or above in communicating their opinions rhetorically for responding to interviewers' questions.

### *Subject*

The study employs non-human participants as subjects. For this purpose, this study used YouTube videos to find recordings of the IELTS speaking test band 7 or above. In this study, 10 YouTube videos that meet the criteria of the IELTS speaking test band seven or above are taken as samples for the analysis. The criteria for selecting these ten videos are explained in the following subsection. Based on these standard criteria, the video titles and links are presented as follows:

1. *IELTS speaking interview band seven real test*  
<https://youtu.be/3wvX1FMprVk>
2. *IELTS speaking test band score of 7 with feedback 2022*  
<https://youtu.be/SRyUVOFWkRQ>
3. *IELTS speaking test band 7.0 mock test with feedback*  
<https://youtu.be/EoUL4ITsis4>
4. *IELTS speaking interview band 7.0 real test*  
<https://youtu.be/2Wguf-efyUA>
5. *IELTS speaking interview band 7 real exam*  
[https://youtu.be/3Tz\\_qO-yksU](https://youtu.be/3Tz_qO-yksU)
6. *IELTS speaking interview band 8 real exam*  
<https://youtu.be/1WPrNqAxFnA>
7. *IELTS speaking interview band 8.0 real test*  
<https://youtu.be/giLym3q6irE>
8. *IELTS speaking interview band 8 with feedback (2023 February)*  
<https://youtu.be/q0n4v3NURKI>
9. *IELTS speaking interview band 8.5 real exam*

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<https://youtu.be/qxbGDCOkMh4>

10. IELTS speaking band 8.5 Vietnamese – full with subtitle

<https://youtu.be/2xZoXIagtVY>

***Data collection techniques***

In this study, 10 IELTS speaking videos were downloaded based on several standard criteria for data sets. Firstly, the IELTS speaking tests must accept band seven or above uploaded on YouTube. The reason for employing these bands is that this band score is classified as a high standard of speaking quality. Secondly, the speaking tests must be uploaded within the last five years to ensure context and the current situation.

***Data analysis technique***

This study analyzed the rhetorical structure of 10 IELTS speaking videos as presented above by identifying the language signals. The communicative purpose and events in the videos are noted to identify them. Repetition of repetitive communicative purposes and events is then used to design the rhetorical models found in the videos. In this connection, communicative purposes are usually also called a move, while communicative events are usually called steps or strategy (Adnan, 2010, 2011; Swales, 1990, 2004; Swales & Feak, 2004; Warsidi, 2021a, 2022a, 2023).

The results were checked and corrected several times by two co-authors majoring in linguistics, especially genre studies to ensure the analysis results' validity. The three authors further discussed any inconsistent results until they reached an agreement. All disagreements during the discussion were resolved to meet 100% agreement. This validity indicates that the analysis results are reliable and accurate.

**RESULT AND DISCUSSION**

***Result***

After analyzing data using the above method, the results showed a rhetorical model that fit the rhetorical structures of the present data set as presented in the following table.

***Table 1. The rhetorical model of IELTS band seven or above***

<b><i>Moves and Strategies in the IELTS Rhetorical Model</i></b>
<i>Move 1: Responding to the interviewer's requests.</i>
<i>Move 2: Supporting a statement by</i>
<i>Strategy 1: Presenting experiences</i>
<i>Strategy 2: Presenting idol models</i>

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- 
- Strategy 3: Presenting reasons*
  - Strategy 4: Presenting good results*
  - Strategy 5: Presenting feelings or opinions*
  - Strategy 6: Presenting plans*
- 

This rhetorical model was employed to analyze the present data, and the results indicate that the model applies to the present data. More details of the findings regarding the model in the present study are presented in Table 2 below.

**Table 2: The summary analysis results of the rhetorical structures in IELTS band seven or above**

<i>Moves and Strategies</i>	<i>Numbers of Appearance</i>	<i>%</i>	<i>Categories</i>
<i>Move 1: Responding to the interviewer's requests</i>	10	100%	<i>Obligatory</i>
<i>Move 2: Supporting a statement by</i>	10	100%	<i>Obligatory</i>
<i>Strategy 1: Presenting experiences</i>	10	100%	<i>Obligatory</i>
<i>Strategy 2: Presenting idol models</i>	3	30%	<i>Optional</i>
<i>Strategy 3: Presenting reasons</i>	3	30%	<i>Optional</i>
<i>Strategy 4: Presenting good results</i>	2	20%	<i>Optional</i>
<i>Strategy 5: Presenting feelings or opinions</i>	3	30%	<i>Optional</i>
<i>Strategy 6: Presenting plans</i>	2	20%	<i>Optional</i>

Table 2 illustrates the use of various moves and strategies during the interview. It includes two obligatory required moves: responding to the interviewer's request (Move 1) and supporting statements (Move 2). There are also six optional strategies in the interview, including presenting experiences, presenting idol models, presenting reasons, presenting good results, presenting feelings or opinions, and presenting plans.

***Move 1: Responding to the interviewer's requests (obligatory)***

In the results of this research, it was identified that the first step that almost always occurs in every IELTS Speaking test is the response to the interviewer's requests. This move is obligatory for all IELTS Speaking test participants with a band score of 7 or above. The following are several examples of participant responses to interviewer requests.

***Extract 1:***

*Requests: describe something you enjoyed making by hand when you were a child*  
*Responding: I used to spend a lot of time with my grandmother and my grandparents with my cousin and we really like to cook pampered*

***Extract 2:***

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*Request: Describe a person who has interesting ideas or opinions*

*Responding: This person is my role model, and he is a K-pop artist, he's also an actor.*

**Extract 3:**

*Request: Describe a famous person in you are interested*

*Responding: I picked Jim Carrey, uh, probably you know about his. He's an actor from the US so he's an inspiration for me because he follows his dreams doesn't matter of the hindrances he has.*

In the Extract above, the purpose of the request is to ask for an explanation or description of various topics. **Extract 1:** test takers are asked to describe something they enjoyed making by hand as a child: spending time cooking with the family. **Extract 2** asks the test takers to describe someone with an exciting idea or opinion. In this case, the subject is a K-pop artist who is also an actor and is the test taker. In **Extract 3**, the request is to describe a famous figure who interests the speaker. The chosen figure is Jim Carrey, an American actor who serves as a source of inspiration due to his willingness to follow his dreams regardless of obstacles.

**Move 2: Supporting statement (obligatory)**

This is the move where IELTS Speaking test takers corroborate their statements. This is important and obligatory for the IELTS Speaking test. From this study, it can be identified that IELTS speaking test participants used several strategies to strengthen their statements.

**Strategy 1: Presenting experiences (obligatory)**

All participants used this strategy in the IELTS Speaking test interview. Participants used their personal experiences to support statements. The following are examples of the use of this strategy:

**Extract 4:**

*"And the most beautiful thing I have at the **moment is just the memories**, remembering them. I remembering special occasion, I do. Birthdays, Christmas together was a nice experience."*

**Extract 5:**

*"It was a really stressful **moment in my life**, not an easy decision. I had all my best friends in medical school, and I was doing quite well."*

**Extract 6:**

*"Yeah, that one important choice **I had to make in my life** would definitely be the career choice that I made back in my 12th grade. I had a choice to make, the options that I had back then were to choose either pursuing my medical course or taking up engineering as my profession because I had done academically well in both fields"*

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**Extract 4** expresses the test takers' experience of happy memories that bring happiness in birthdays and Christmas. **Extract five** talks about the test takers' personal experience of stress in life due to facing difficult decisions that had a significant impact. Meanwhile, **Extract 6** reflects the test takers' personal experience in making an important career choice decision at the age of 12, which has influenced the direction of his life.

**Strategy 2: Presenting idol model (optional)**

This strategy describes the role model or idol of the participant, and in this study, it is optional. The following are examples of the use of this strategy:

**Extract 7:**

*"This person is my role model, and he's a K-pop artist; he's also an actor. I realized that he has this kind of carefree attitude, and he does not care about the result of the action and the work that he does, and he's very successful."*

**Extract 8:**

*"Probably you know about him; he's an actor from the US. So, he's an inspiration for me because he followed his dreams, no matter the hindrances he had. He was poor growing up, and I remember he said he wrote a check for himself for one million dollars and put it in his pocket. He drove to the hill in his hometown to just imagine that he already achieved what he got. So, it was very inspiring to hear that story."*

**Extract 9:**

*"I have a lot of respect for him, and I think it's very difficult to say anything about his accomplishment because he has always worked really hard to make our country run properly. As a leader, he has accomplished many things, and I believe, in general, he wants our country to progress."*

**Extract seven** clearly states that the person is a role model for the test takers and is very successful. **Extract 8** illustrates how the person became a source of inspiration because he was determined to follow his dreams, and **Extract 9** reflects appreciation and recognition for the role model's dedication and achievements.

**Strategy 3: Presenting reasons (optional)**

This strategy provides reasons or explanations for statements. In this study, this strategy was used by some participants (30%). Here is an example of the use of this strategy:

**Extract 10:**

*"I also loved technology all my life, so I was in a moment where I needed to decide what I wanted to do."*

**Extract 11:**

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*"That was a **really interesting animal** because it was **different**, and I had never seen something like that before. So, I can say that's the reason I can explain about this animal."*

**Extract 12:**

*"The reason I'd like to meet with Mr. Carrey is that **I think a good laugh is one of the most amazing parts of life**, and there are few people who know more about this than him."*

In **Extract 10**, the speaker explains that his lifelong love of technology was the reason behind his choice of a technology-related career path. In **Extract 11**, the speaker expresses his interest in a unique animal and desires to tell more about it. Meanwhile, in **Extract 12**, the speaker explains that his belief in the importance of laughter in life is why he wants to meet Jim Carrey.

**Strategy 4: Presenting good results (Optional)**

This strategy is used to convey exemplary achievements or results. In this study, this strategy was used by some participants (20%). The following are examples of the use of this strategy:

**Extract 13:**

*"I feel, now, **really happy about my decision** after years about that, but it took me a while to feel confident that I made a good decision."*

**Extract 14:**

*"How do I feel now about making that choice? **I'm very satisfied with the choice I made back then**. The main reason being, I did academically well during all four years of my engineering."*

In **extract 13**, the speaker initially feels satisfied and happy with the decision he has made after several years have passed, illustrating the positive results he has achieved. Although there may be initial doubts, the speaker feels confident that the decision is correct. In **Extract 14**, the speaker expresses satisfaction with decisions made in the past, with the main reason being the academic success he achieved during four years of engineering.

**Strategy 5: Presenting feelings or opinions (optional)**

This strategy is used to convey feelings or opinions related to a topic or situation. In this study, some participants (30%) used the strategy. The following are examples of the use of this strategy:

**Extract 15:**

*"I admire him as a leader because of his **visionary leadership**. He has transformed Pakistan from a third-world country into an economic powerhouse. Some people still blame him for corruption, but I consider that a myth. He is, in my opinion, the best politician."*

**Extract 16:**

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*"Definitely, I was very anxious, and overwhelmed, and since I could not see the future then, I was pretty tense about whether I'm making the right choice or not. Because once you go ahead, there is no way to come back. So, those were mixed feelings that I had back then."*

**Extract 17:**

*"It was a really stressful moment in my life, not an easy decision. I had all my best friends in medical school, and I was doing quite well."*

**Extract 15** describes his admiration for a leader and his personal opinion about visionary leadership, while in **Extract 16**, the speaker expresses the anxiety and tension he feels when making important decisions. **Extract 17** reflects a very stressful moment in the speaker's life and the complexity of decision-making.

**Strategy 6: Presenting plans (optional)**

This strategy is used to provide information about plans or intentions. In this study, some participants (20%) used the strategy. The following are examples of the use of this strategy:

**Extract 18:**

*"There are lots of pages in the album, and I think I will be adding photos to it for many more years. It was, you know, a really thoughtful gift, and I'm sure I will treasure it forever."*

**Extract 19:**

*"I'd love to find out more about his personal life and maybe even hear some original jokes. I think a good place to meet Mr. Carrey would be in a quiet pub. I'd like to talk about a variety of topics with Mr. Carrey, but most importantly, I want to find out who he really is off-camera. Of course, I would ask him if he knows some funny jokes."*

In **Extract 18**, the speaker plans to continue updating the photo album he was given and believes that the album will be treasured forever. **Extract 19**, the speaker plans a meeting with Jim Carrey and clearly outlines his plans to dig deeper into Carrey's personal life, listen to genuine jokes, and talk about various topics.

**Discussion**

Based on the results of the analysis, the rhetorical model of the IELTS speaking test band seven or above contains two obligatory moves and six possible strategies. The two obligatory moves are responding to the interviewer's requests and supporting statements. Then, the six possible strategies are presenting experiences, presenting an idol model, presenting reasons, presenting good results, presenting feelings or opinions, and presenting plans. By understanding these moves and strategies, IELTS Speaking test participants have a significant chance of getting a high score. This means that participants who can convey their answers

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effectively and support their answers by relying on personal experience have a potential opportunity to get a high score on the IELTS Speaking test.

The present research findings indicate that Move 1 and 2 are crucial for achieving a high score on the IELTS Speaking test. Thus, this study suggests that when taking an IELTS test, test takers are suggested to use the rhetorical model found in the present study to make the possibility of getting higher scores. However, the present findings seem only one conducted in IELTS study because other rhetorical studies have been carried out in other objects, such as in *Akikah* ceremony (Noermanzah et al., 2020), students' theses (Ebadi et al., 2019), CEO letters (Hussain et al., 2020), obituary announcements (Sawalmeh, 2019), social media (Ge & Gretzel, 2018), and application letter (Warsidi, 2022a). Thus, this discussion cannot be compared with those found in the literature because the research context is entirely different. Although rhetorical structure is the primary purpose of the investigation, the objects of their studies are different. Thus, this comparison may not be balanced, not apple to apple.

In this discussion, we cannot compare rhetorical studies with earlier IELTS speaking tests because this study is new and the only one conducted in IELTS. Although earlier studies on IELTS speaking tests have been carried out, their focus is not investigating rhetorical structure. For example, their analytical objectives are to compare live, audio, and video IELTS speaking tests (Nakatsuhara et al., 2021), reviewing the reliability and validity of IELTS speaking evaluation (Ginting et al., 2023; Li, 2019; Smith & Robertson, 2019), the uses of idioms in IELTS speaking test (Aridasarie & Tabiati, 2022), behavior in IELTS speaking test (Ghaemi, 2022), and many more. Thus, the present finding cannot be compared with those found in earlier literature because the study context is different. The present study is new in rhetorical studies of the IELTS test to achieve band seven or above, while those in earlier studies are IELTS studies in other contexts.

However, evaluating and scoring the IELTS speaking test results may be not only based on rhetorical content structure but also on various components, including live and video ratings (Nakatsuhara et al., 2021), face-to-face impacts (Ginting et al., 2023), the uses of word choices, accurate sentences, connectors, conjunction, and pronunciation (Dashti & Razmjoo, 2020), etc. Thus, the present research finding implies that it has a limitation in investigating the genre of IELTS speaking tests because it only focused on analyzing the rhetorical structure, while

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evaluating and scoring IELTS speaking tests may include various components. The limitation of these findings is further explained in the conclusion section.

## CONCLUSION AND SUGGESTION

### *Conclusion*

After analyzing, reporting, and discussing the present study's findings, this study concludes that the rhetorical model of the IELTS speaking test band seven or above has been identified. This finding model contains two functional moves and six functional strategies to communicate ideas in the IELTS speaking test. This finding may contribute significantly to both theory and practice. In theory, this finding may add insights into the literature regarding rhetorical studies within spoken texts, particularly in the IELTS speaking test. In practice, the present finding may become valuable and helpful for candidates of IELTS test takers regarding the rhetorical model of the IELTS speaking tests band seven or above. Besides, it may also provide an understanding for IELTS test takers regarding how to structure the contents of the IELTS speaking tests rhetorically.

### *Limitation*

However, although this finding may contribute to IELTS test takers, this study has several limitations. It only analyzes ten IELTS speaking videos with band seven or above. Then, it only focuses on their rhetorical structures but neglects other parts of IELTS speaking tests. For these limitations, further studies that include more videos and other linguistic genre within IELTS tests are recommended and suggested. For example, how are the body movements and eye contact genres employed in the IELTS speaking tests? How are the word choices and sentence uses in IELTS band seven and above? How are appropriate connectors and conjunctions in IELTS utilized in these bands? What does the pronunciation in these bands look like? All the questions are recommended for further investigation to provide a complete understanding for readers and IELTS speaking test takers.

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