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Speech Performance in Language Teaching-Learning: Culturally Textual and Non-Textual Landscapes of Toba Caldera Geosites

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Abstract

The study described teachers' speech performance using textual and non-textual elements in language teaching-learning. The linguistic element is the text of the language landscape of Toba Caldera Geosites. This research was conducted from the philosophical perspective of empiricism that is relevant to the phenomenological paradigm, with the type of interpretative and constructive phenomenology underlying the qualitative design. The qualitative design model applied in this research was phenomenology, aiming to understand and describe individuals' subjective experiences and perspectives. The data were collected through in-depth interviews, focused group discussions, and direct participatory observation. The procedure covered (1) establishing the objectives of the study and bracketing, (2)

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locating participants or informants, (3) data collection, (4) transcription and data analysis, (5) coding and categorization, (6) phenomenological reduction, (7) descriptive and theoretical write-up, (8) interpretation and synthesis, (9) construction and reconstruction, (10) verification and validity, and (11) formulating the findings. The results revealed that teachers should master and be able to practice a combination of text, co-text, and context simultaneously to improve speech performance in language teaching. A text includes verbal skills, co-text includes non-textual and paratextual skills, and context includes situational, cultural, social, ideological, and situational skills. In language teaching-learning, teachers should effectively and informatively master speech performance by using appropriate texts, co-texts, and contexts. The study of speech performance in language teaching-learning offers a valuable understanding of the complexities of effective communication in an educational environment.

Keywords: Educational anthropolinguistics, teaching-learning, speech performance.

1. INTRODUCTION

It is theorized that performance, indexicality, and participation are the three main foci of anthropologists studying language as a source of culture, as well as speech as a cultural practice. Speech is the performative use of language. Therefore, speech is classified as a performance that uses language in communicative practice to express a message from the speaker to the listener. Speakers and listeners participated in the communicative performance (Octavianna et al., 2021; Siahaan et al., 2021; Sibarani et al., 2021).

Linguistic (textual) and nonlinguistic (co-textual and contextual) elements play significant roles in speech performance. Anthropolinguistics is an approach used to study all human aspects based on both linguistics and anthropology. It is interested not only in language as a cultural resource but also in speech as a cultural practice. A person's language contains a cultural message, whereas their speech represents their cultural performance. The elements of language itself index cultural content abroad, and the elements of speech also index examples of cultural practice. Therefore, both language and speech contain indexicality that expresses "meaning" as the cultural message of the language and speech (Nasution et al., 2021; Sinaga, et al., 2021; Sibarani et al., 2021).

The key differentiator of this research from previously published studies in the field lies in its emphasis on the integration of local text, co-text, and context into speech performance for language teaching-learning, particularly within the unique cultural and geographical context of Toba Caldera Geosites. While previous studies have primarily focused on general textual materials, this research addresses the gap in the literature by underlining the importance of utilizing text sourced from local language landscapes, specifically the folk discourse surrounding Toba Caldera Geosites. This distinction is critical as it not only enriches linguistic content and ensures cultural relevance, making speech performance more accessible and relatable for both teachers

and students in the Lake Toba region (Liyushiana et al., 2022; Marbun et al., 2018; Sibarani, 2018; Kuswanda et al., 2021a).

The gap in the study becomes evident when considering that language teaching-learning has traditionally concentrated on broader textual aspects without deeply integrating local linguistic and cultural elements unique to specific regions. This study identifies and addresses this gap by demonstrating that utilizing local text, combined with an integrated approach of text, co-text, and context, significantly enhances the effectiveness of speech performance in language instruction.

The researchers need to conduct in-depth research to find out how teachers' speech performance uses textual and non-elements in language teaching-learning in terms of speaking performance formulas used by teachers in Caldera Toba Regencies as educators. The novelty of this research, therefore, lies in its holistic approach, incorporating not only local texts but also the co-textual and contextual elements, providing a comprehensive framework for language educators. This departure from conventional methodologies is crucial for bridging the gap between theoretical language teaching and the practical, culturally embedded linguistic experiences of students and teachers in the Lake Toba region. Based on the explanation above, the research question in this study is "How are teachers' performance in language teaching and learning using textual and non-elements in Toba Caldera Geosites?"

The linguistic element is the text of the language landscape of Toba Caldera Geosites. Teachers' speech performance should be able to attract students by utilizing integrated textual and non-textual sources to enable students to learn language quickly. It is important to study the education process to help students understand achievement.

2. LITERATURE REVIEW

2.1 Performance

Performance deals with an element in action and is certainly a concept of general interest in anthropology (Ganyi, 2013). Three dimensions of performance must be considered: (1) the performer, that is, the actor based on age, sex, social status, reputation, skill, and competence, (2) the audience, that is, the listener of the performance display, and (3) the participants, that is, all individuals involved in the performance. Performance is therefore defined as the sequence of cultural activities that involve the process of socially, culturally, and esthetically related communication. Performance is a genuine representation of tradition supported by a range of multidisciplinary studies. Ganyi (2013) and Santosa et al. (2021) both emphasize the importance of contextual delivery in the performance of folklore, highlighting the impact of technological developments and focusing on the transformation of folklore into stage performances. DeMarrais (2014) and Lubis et al. (2024) explored the significance of past performances in archeological and theatrical contexts, respectively, while Magnat (2012) discussed the theoretical frameworks of practice and performance in folklore studies, specifically addressing the integration of indigenous perspectives. Bird (2020) further emphasized the value of performance ethnography as a research method that highlights sustained ethnographic orientation and imaginative theater-making. These studies highlight the complex and varied nature of performance as a traditional carrier. Anthropolinguistics explores the connection

between tradition and performance, particularly in educational settings. In this context, tradition refers to shared knowledge, practices, and verbal expressions that shape the identities of instructors and students (Kuswanda et al., 2021c). Performance encompasses a wide range of activities such as public speaking, formal events, narrative telling, educational processes, culinary arts, and cultural exhibitions, all of which represent different forms of tradition (Sibarani, 2018).

Performance studies in communication have evolved, with a focus on literature, feminist thought, queer performance, multicultural performance, and personal transformation (Simmons & Brisini, 2020). The concept of performance has been applied to Asian-American literature and culture, emphasizing embodiment, identification, and cultural transmission (Kim, 2019). Staged performance, which involves the use of language and the centrality of the audience, has been explored in the sociolinguistics of performance (Bell & Gibson, 2011). Performance as a phenomenon of contemporary art has been discussed in the contexts of modernism, post-impressionism, and avant-gardism (Padyan, 2021). The philosophy of performative actionist has been examined, highlighting the significance of non-semantic silent performances (Meliakova et al., 2022). Performance has also been considered “imaginative ethnography,” a research practice that draws from anthropology and the creative arts. Anthropologists study the interconnectedness of text, context, co-text, actors, and audiences in oral traditions, focusing on a comprehensive understanding of language and cultural expressions.

2.2 Speech Performance

Language and speech for the teaching-learning process are similar to the two unseparated sides of a coin: no speech without language or language does not work well without speech. Speech is the process and activity of using language to express thoughts and feelings, while language is the medium through which a speech performer addresses thoughts and feelings. If thoughts or feelings are related to lore, habits, or culture, an anthropologist endeavors to discover the culture of language by relating it to human life, especially culture. Speech performance is therefore the realized, creative, and improvised activity of using language to express thoughts and feelings in communication (Sibarani & Liando, 2020).

Effective and efficient packaging of scientific knowledge in teachers' languages is a complex task, as evidenced by a range of studies. Wati et al. (2014) and Ratnaningsih (2017) highlighted the importance of a student-centered approach, with the latter emphasizing the need for clear learning objectives and the inclusion of scientific approach models. Prunyak (2022) pointed out the need for specific training in the language of science, with the latter emphasizing the importance of linguistic and stylistic features in professional communication. Mönch and Markic (2022) both called for a stronger focus on scientific language in teacher education programs, with the former identifying key elements of teachers' pedagogical knowledge of scientific language. Sagiannis and Dimopoulos (2018) and Spynu (2022) stressed the need for interventions in teacher education and the development of professional competence in the scientific style of speech. Through authentic and effective or effective and efficient language, students can obtain new scientific information comprehensively. True language constitutes the logical structure of language, whereas good language reflects wisdom. True language is logical, and good language is important to enable students

to comprehend knowledge in the language. The successful process or goal of learning and teaching depends on whether the students can acquire knowledge or scientific culture from the language. Therefore, teachers should use logical and good language.

Unlike language, which maintains scientific culture through text only, speech reflects knowledge through a harmonious combination of text, co-text, and context. To improve speech performance, teachers should simultaneously master discourse skills that include text, co-text, and context skills. Text skills include verbal skills related to realized and improvised texts, co-text includes gesture and media skills of creativity, and context includes social and situational skills of improvisation. This skill allows speech performance to be realized well, creative, and improvised.

2.3 Text in Speech Performance

Text plays a crucial role in speech performance and serves as a cognitive structure with a communicative intent (Ashurova, 2019). Integrating linguistic units and contributing to the development of writing and oral skills (Nurmanov, 2020). The coherence, logic, and completeness of the text are essential for legal and expert analyses. Performance artists use the body as a medium to create and deliver texts (Lubis, 2019). The interaction of verbal and nonverbal components in different communication media, including text, has been explored in art discourse (Gvishiani, 2022). The linguistic properties of the source text significantly influence the integration of words into spoken responses (Crossley & Kim, 2019). The transformation of written text into performance text requires new analytical instruments (Jovičević, 2022). It is a complex cognitive structure composed of interrelated sentences that represent meaningful discourse on a particular topic. It is also a unit of language that is coherent and purposeful, possessing internal cohesion and adhering to certain textuality criteria, such as cohesion, coherence, intentionality, acceptability, and informativity. Therefore, a text is a meaningful and purposeful stretch of the verbal units used for communication. It can be either oral or written, and it is typically composed of sentences that form a cohesive and coherent whole.

The concept of 'symbolic action' in texts is complex and diverse, with various factors influencing its role in shaping and influencing the speaker's performance and audience's interpretation. Vainio and Vainio (2021) emphasized the active role of the audience in meaning-making by highlighting the collaborative nature of text-based theatrical performances and discussing the grounding of sound symbolism in action representations. Veale and Wicke (2021) and Kalinin and Ignatenko (2022) further explored the use of metaphor and its impact on interpretation and emotional creativity, specifically linking metaphor use to the potential impact of media texts. Russell et al. (2021) explored the social and behavioral implications of symbolic action, discussed the role of metaphor in social cohesion, and examined the influence of characters' actions on audience behavior. Finally, Flusberg et al. (2020) provided insights into the efficacy of metaphor framing in different communication modalities and introduced the concept of speech acts, emphasizing that text (or utterance) is a performative act (Allington, 2021). They argued that text not only conveys information but also performs actions and can have illocutionary and perlocutionary effects on audiences. Text is a more significant part of speech performance besides supporting elements such as co-text and context.

2.4 Co-Text in Speech Performance

Co-text refers to the non-textual and paratextual elements that accompany, work together, or surround a specific unit of text and help in constructing and interpreting the text. This has contributed to the overall understanding of the text. Co-text, the surrounding text that accompanies a particular word or phrase, plays a crucial role in speech performance, influencing both delivery and reception (Sibarani et al., 2021). This is evident in the use of multimodal utterances in reported speech, which include nonlinguistic sounds and embodied gestures (Soulaimani, 2018).

Non-textual co-texts are primarily concerned with non-verbal elements within a specific unit of speech performance, including body language and gestures, voice modulation, visual aids, stage presence and performance techniques, and other physical environments. These non-textual texts interact with text in both spoken and written sentences. Paratextual co-texts in speech performance are concerned with the linguistic elements “before” or “after” a certain text to enrich and influence its delivery, interpretation, and impact. Paratextual co-text is a word that surrounds a particular word or sentence in a stretch of discourse and helps determine its meaning. Paratextual co-text can include preceding and following words, sentences, paragraphs, discourse patterns, and other textual factors that shape the meaning, interpretation, and construction of the text. Paratexts refer to peripheral elements surrounding a text, such as titles, subtitles, chronology, patterns, prefaces, and footnotes, that contribute to its interpretation and construction of the text. Paratextual elements shape the reception, understanding, and framing of the main text. Both non-textual and paratextual co-texts contribute significantly to speech performance, as evidenced by a range of studies. Taib et al. (2021) emphasized the significance of nonverbal speech sounds and paralinguistic information in communication. Understanding a text unit requires considering its paratextual co-text—its relationship with surrounding linguistic elements, which affect interpretation and meaning (Kuswanda et al., 2021b).

2.5 Context of Speech Performance

A context encompasses a broader set of conditions, situations, circumstances, and factors that surround and influence the construction and interpretation of a text, a key aspect of Persson’s work on social interactions (Persson, 2019). Young (2010) and Lubis et al. (2022) both applied frame analysis to different contexts, such as the cultural terrain of poverty and signifying work in social movements. The framework includes the physical setting, social roles, cultural norms, and shared understandings that influence how the text is interpreted.

These perspectives highlight that context provides the necessary framework for understanding, interpreting, producing, or constructing a text. It includes situational, cultural, social, and ideological contexts as the “frame” that contributes to the interpretation and construction of a text. The role of context in the interpretation and construction of texts has been a key theme in various studies. Nichols (2015) and Lubis and Purba (2020) both emphasized the influence of context on text production and comprehension, highlighting the dynamic and multidimensional nature of context. Díaz (2020) and Hidayanti (2021) further explored the role of social and cultural contexts in text analysis, emphasizing the importance of discourse analysis in understanding cultural expressions. Boldyrev and Dubrovskaya (2016) highlighted the

significance of sociocultural knowledge and context in discourse construction, emphasizing their roles in communication, teaching, and translation. Their theory focuses on how mental models and knowledge influence discourse production and comprehension.

3. METHODS

3.1 Location of the Research

This study used a qualitative approach. The participants of this research were language teachers and students from 16 Geosites in Toba Caldera Geopark spread across seven regencies in North Sumatera Province. The location is shown in Table 1.

Table 1. School location in the 16 Geosites of Toba Caldera.

No.	School name	Address	Geosite area
1	SMP Swasta Karya Tongging	Tongging, Kec. Merek, Kabupaten Karo, Sumatera Utara 22173	Sipiso-piso- Tongging (Karo)
2	SMPN 1 Silahisabungan	Jl. Lae Pandom, Silalahi 1, Paropo, Kec. Silahisabungan, Kabupaten Dairi	Silalahi Sabungan (Dairi)
3	SMP St Agustinus Haranggaol	Haranggaol, Kec. Haranggaol Horison, Kabupaten Simalungun	Haranggaol (Simalungun)
4	SMPN 1 Girsang Sipanganbolon	Jl. Talun Sungkit No.12, Tiga Raja, Kec. Girsang Sipangan Bolon, Kabupaten Simalungun	Parapat-Sibaganding (Simalungun)
5	SMPN 1 Lumban Julu	Jl. Protokol, Jangga Dolok, Kec. Lumban Julu, Toba	Taman Eden (Tobasa)
6	SMPN 1 Balige	Hinalang Bagasan, Kec. Balige, Toba	Balige-Liang Sipege-Batu Basiha-Meat (Tobasa)
7	SMPN 1 Uluan	Parhabinsaran, Lumban Holbung, Kec. Uluan, Toba	Situmurun- Uluan Block (Tobasa)
8	SMPN 3 Muara	Desa Hutaginjang, Kecamatan Huta Ginjang, Tapanuli Utara	Hutaginjang (Tapanuli Utara)
9	SMPN 1 Muara	Jl. Gereja No. 51, Hutana Godang, Kecamatan Muara, Kabupaten Tapanuli Utara	Muara-Sibandang (Tapanuli Utara)
10	SMPN 1Doloksanggul	Jl. Ps. Dolok Sanggul, Kec. Dolok sanggul, Kabupaten Humbang Hasundutan	Sipinsur (Humbang Hasundutan)
11	SMPN 1 Baktiraja	Sinambela, Kec. Bakti Raja, Kabupaten Humbang Hasundutan	Bakara-Tipang-Baktiraja (Humbang Hasundutan)
12	SMPN 1 Sianjur Mulamula	Sarimarrihit, Kec. Sianjur Mula-mula, Kabupaten Samosir	Pusuk Buhit- Sianjur Mula-mula
13	SMP Bulugok Hutahotang	Huta Hotang, Kec. Onan Runggu, Kabupaten Samosir	Tele-ufrata-Sihotang (Samosir)
14	SMPN 1 Ronggur Nihuta	Ronggur Nihuta, Kec. Ronggur Nihuta, Kabupaten Samosir	Hutatinggi- Sidihoni
15	SMPN 1 Simanindo	Ambarita, Simanindo, Kabupaten Samosir	Batak Museum Simanindo- Batu Hoda-Stone Tombs
16	SMPN 1 Simanindo	Ambarita, Simanindo, Kabupaten Samosir	Ambarita- Tuktuk-Tomok

The participants were 48 teachers and 48 students. This was performed based on the consideration of yielding sufficient information. These participants should meet the criteria of being from the geosite's surrounding population to obtain firsthand cultural knowledge, proficiency in the local language, and emic experience of the geosites. Emic experience deals with an insider's perspective, which examines the beliefs, values, and practices of a particular culture from the perspective of the people who live within that culture. On the other hand, only participants who live in Caldera Toba Geosite have knowledge and experience about their area. The students were third-class high school students (approximately 14 years old) because there were no high schools in the area surrounding the geosite. The language teachers had a bachelor's degree at the age of 35 years.

3.2 Data Collection

Data were collected through in-depth, open-ended interviews, focused group discussions (FGD), and direct participatory observation. The interview process consisted of three steps: (1) preparation, which involved developing interview questions aligned with the research objectives, (2) setup, ensuring a comfortable environment and testing equipment, and (3) conducting the interview, which included building rapport, explaining the purpose, ensuring confidentiality, asking open-ended questions, encouraging elaboration, and recording responses. The FGD focused on cultural activities related to the linguistic landscape in Toba Caldera.

Data collection through direct participatory observation involved four stages: (1) preparation, including defining research objectives, developing an observation guide, and obtaining permissions, (2) field entry at 16 geosites in Toba Caldera, which involved building rapport with participants, (3) conducting observations while engaging in activities, maintaining observer status, taking field notes, using recording devices, and conducting informal interviews for deeper insights, and (4) reflection and analysis, reviewing and summarizing daily observations. Research instruments included an audio-video recorder, camera, consent forms, mobile devices, and tripods.

3.3 Data Analysis

The data were analyzed using phenomenological analysis (Creswell & Creswell, 2018). The qualitative model employed involved the following steps: (1) establishing study objectives and bracketing, (2) locating participants, (3) data collection, (4) transcription and analysis, (5) coding and categorization, (6) phenomenological reduction, (7) descriptive and theoretical write-up, (8) interpretation and synthesis, (9) construction and reconstruction, (10) verification and validity, and (11) formulating findings (Creswell & Creswell, 2018).

Following data collection through interviews, focused group discussions, and direct participatory observation, the analysis proceeded through seven steps: (1) transcription of all interviews and notes verbatim, including non-textual cues and emotions, (2) immersion, which involved thoroughly reading transcripts and notes to understand the data, (3) initial coding, highlighting key statements and assigning codes to sub-categories of teachers' speech performance, (4) forming clusters of meaning, grouping codes into themes based on similarities, (5) textual description, detailing "what" participants experienced using their significant statements, (6) structural

description, explaining “how” teachers’ performances occurred in context, and (7) composite description, synthesizing textural and structural insights for a comprehensive understanding of the phenomenon.

4. RESULTS AND DISCUSSION

This study examined various factors enhancing text performance. Participants used the verb-object-subject (VOS) structure in local languages and the subject-verb-object (SVO) structure in Indonesian at Toba Caldera Geosites, with variations in poetic speech highlighting distinct expressive approaches and cultural subtleties. The active voice is preferred for directness, whereas the passive voice suits formal contexts and provides objectivity (Darohim, 2020; Gunderman & Steinmeyer, 2015). Learners struggle to switch between these two voices, leading to errors (Darohim, 2020; Batubara & Mahardhika, 2020). Teaching methods vary, but the active voice often dominates writing and reporting (Munalim & Gonong, 2019; Qassim, 2018). This study examined teachers’ speech performance within the linguistic landscape of Caldera Toba, demonstrating improvements in language teaching, as detailed in the following sub-sections.

4.1 Textual Performance

The results indicated that the text required for language teaching performance is rooted in the cultural textual landscape of Toba Caldera Geosites, as these texts are familiar to both teachers and students. Local language was employed for teaching in the local context, Indonesian was used for broader instruction, and translated English texts from Toba Caldera Geosites were utilized for English language teaching. As Boldyrev and Dubrovskaya (2016) discussed, sociocultural knowledge plays a critical role in discourse construction, and this study supports that by emphasizing the importance of the local cultural context in teaching. The familiar linguistic and cultural environments of Toba Caldera provide an effective framework for teaching performance, allowing students and teachers to engage deeply with the material.

Table 2. Teachers’ textual performance.

Category of textual performance from interview and observation	
Grammar of the Text	Word-order Voice Phrases Vocabularies Compound words Diction Linguistic style
Logical coherence	Logical relation of clauses Logical relation of paragraph
Tightly connected cohesion	Coordinating conjunctions Subordinating conjunctions Cohesive conjunctions (transition words or phrases) Anaphoric pronouns Cataphoric pronouns
Locally oriented text	Local language landscape-based texts Local wisdom of language landscape-based texts

Table 2 continued...

Communication skills	Mixed formal-informal speaking Storytelling, proverbs, figurative language, and language landscapes Interactive communication
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After identifying significant points related to the teachers' textual performance and categorizing themes, a structural analysis of data from interviews and direct observations, displayed in Table 2, highlights key aspects such as grammar, logical coherence, cohesion, and local orientation in language teaching. The grammar of the text includes features such as word order, voice, phrases, vocabulary, and diction, reflecting the teachers' linguistic style. As [Taib et al. \(2021\)](#) pointed out, understanding linguistic elements requires an appreciation of the broader textual and paratextual factors, and here, the use of subject-verb-object (SVO) structures in Indonesian contrasts with the verb-object-subject (VOS) order in local dialects. This contrast shows how linguistic diversity influences teaching strategies. Active voice in Indonesian adds vibrancy, while passive voice in regional dialects offers an objective tone.

Logical coherence and tightly connected cohesion in teachers' speech were evident through the use of coordinating and subordinating conjunctions, anaphoric and cataphoric pronouns, and transition words, ensuring a clear flow of ideas. As Table 2 also illustrates, teachers emphasized local orientation by incorporating local language landscapes and wisdom in their teaching, making lessons contextually relevant. This supports [Kuswanda et al.'s \(2021b\)](#) observation that co-textual elements, such as surrounding linguistic structures, impact the interpretation of text. Teachers' communication skills were enriched by blending formal and informal speech, using storytelling, proverbs, and figurative language, creating a lively and interactive teaching environment that balances structured linguistic features with culturally grounded content.

4.2 Co-textual Performance

The findings in Table 3 highlight teachers' co-textual performance, beginning with appearance style, which includes their fashion choices, accessories, and hairstyle. These elements contribute to the overall classroom atmosphere and influence students' perception of the teacher's professionalism and approachability. How teachers present themselves physically plays a role in their classroom presence, making non-verbal cues, like hairstyle and makeup, significant in building rapport with students. Additionally, classroom management is emphasized, with the teacher's standing, sitting, and movement around the room affecting how they maintain control and engage with students during lessons. These aspects of body language can enhance the dynamics of the learning environment, allowing teachers to create a more structured or relaxed atmosphere depending on the circumstances.

Teaching style is another important factor, focusing on kinetics, or body movement, and proxemics, the use of space in the classroom. How teachers move or position themselves can impact their connection with students and influence how lessons are received. Effective use of kinetics ensures that the teacher's energy level and physical engagement help keep students attentive, while proxemics demonstrates how teachers can create personal connections with students or foster a collective learning space. The paratextual skills, which refer to the use of text before or after a

main lesson, further contribute to lesson clarity and continuity, helping students better understand the context and content of what is being taught.

Table 3. Co-textual performance.

Category of co-textual performance from interview and observation	
Appearance style	Fashion style Accessories Hairstyle and makeup
Classroom management	Standing position Sitting position Moving around position
Teaching style	Kinetics Proxemics
Paratextual skill	Preceding text The following text
Teaching media	Audio Video Graphics and images Interactive media Online learning platforms Social media and communication tools Web-based resources
Performance style	Presentation skills Enthusiasm and energy Flexibility and adaptability Engagement

Table 3 also highlights the importance of teaching media, showcasing the range of tools available, such as audio, video, graphics, and interactive media. These tools are complemented by the use of online learning platforms, social media, and web-based resources, offering teachers modern ways to present information and engage students both in and out of the classroom. Finally, performance style encompasses presentation skills, enthusiasm, adaptability, and engagement. Teachers who exhibit high energy and flexibility are more likely to connect with their students, fostering a positive and engaging learning environment. This blend of media use, paratextual skills, and performance style underlines the multifaceted nature of effective teaching in modern classrooms.

Research consistently shows that professional interactions often involve technical jargon, while casual conversations tend to use plain language to promote mutual comprehension. [Sunardi \(2009\)](#) and [Ekaningsih \(2019\)](#) highlighted features of spontaneity, interactivity, and coherence in casual conversations, which are essential for understanding. [Gilmartin et al. \(2019\)](#) and [Wang and Chilana \(2019\)](#) emphasized the importance of using plain language and conversation-driven explanations to enhance comprehension, particularly in explaining complex technical concepts. However, [Silverton \(2017\)](#) and [Allingham \(2022\)](#) cautioned against the overuse of professional language, which could hinder mutual understanding. Formality and tone were influenced by diction; informal language in casual conversations made participants seem more approachable, while formal language in business settings denoted seriousness. Participants' linguistic styles revealed details about their identities and cultural backgrounds, reflecting their personalities and social origins.

4.3 Contextual Performance

Based on the data, the contextual performance of the teachers that should be considered for effective language teaching-learning is outlined in Table 4. The findings in Table 4 reveal that contextual performance in language teaching at the Toba Caldera Geosites is shaped by four key contexts: situational, social, cultural, and ideological. Situational context considers the setting, time, manner, and circumstances of teaching. Social context emphasizes the students' educational levels and backgrounds, while cultural context focuses on the relevance and complexity of discussion topics. Lastly, ideological context examines the diversity of beliefs and state nationalism, which influence classroom discourse and interactions, shaping the overall educational environment.

Table 4. Contextual performance.

Category of contextual performance from interview and observation	
Situational context	Setting, location, or place Time and duration Manner or way Circumstance
Social context	Level of students Background of students
Cultural context	The topics discussed The level of the topics
Ideological context	The diversity of belief The ideology of the state nationalism

Conjunctions and connectors maintained logical consistency, which enhanced the comprehension of the students to the teacher's speech performance. Research consistently shows that longer texts are easier to read when divided into logical paragraphs. This is particularly important in complex texts, such as scientific papers (Cao & Zhuge, 2020). However, the effectiveness of this approach can vary depending on the type of text and the method used for simplification (Nomoto, 2022). On the other hand, longer sections of text can increase rates of unintentional mind-wandering (Forrin et al., 2021), suggesting that there may be a trade-off between readability and attention.

4.4 Implication of Study

The implications of this study highlight the critical role of performance as an expressive and interactive activity in language teaching-learning contexts. Performance requires the active participation of performers, participants, and audiences, enhancing the educational experience and fostering dynamic responses. Both the linguistic (textual) and non-linguistic (co-textual and contextual) elements of speech are integral to these performances, shaping the overall learning environment. In the context of education, teachers play a key role in guiding students' development of scientific knowledge and language skills through their speech performance (Postoiuk, 2020). This is particularly significant within scientific teaching approaches where teacher discourse steers learning activities (Muttaqin, 2015), further emphasizing the importance of teachers' engagement with multimodal representations and disciplinary literacy in diverse classrooms (Gillies & Baffour, 2017).

The findings suggest that foreign language teaching in culturally rich settings, such as the Toba Caldera Geosites, benefits from an emphasis on scientific speech performance. Teachers' knowledge and skills must continually evolve to meet the demands of such contexts, and scientific lectures are an effective method to enhance this development (Spynu, 2022). However, challenges remain, particularly in teaching students from diverse backgrounds, such as Chinese learners, that are also present in Indonesia, which requires a cohesive educational system and interdisciplinary approaches. Linguistic elements like proverbs, regional accents, conjunctions, and pronouns were found to enrich speech performance, reflecting the cultural differences embedded in teaching practices.

In general, this study highlights the evolving nature of speech performance as a complex process that is fundamental to various disciplines, including folklore, poetics, and arts studies. In language teaching-learning, this dynamic process is not only about creating an event or space for communication but also about building interactions that reveal cultural identities and social origins. The participants' linguistic styles serve as windows into their cultural surroundings, enhancing the educational experience and contributing to a deeper understanding of the cultural landscape of the Toba Caldera Geosites.

5. CONCLUSION

In conclusion, this study stresses the complex nature of language teaching performance, particularly within the culturally rich setting of Toba Caldera Geosites. The findings demonstrate that both linguistic (textual) and non-linguistic (co-textual and contextual) elements significantly shape teaching practices, revealing the importance of local languages and cultural knowledge in enhancing the educational experience. Teachers' use of active and passive voices, grammar, coherence, and cultural references enriches language learning by making lessons contextually relevant and engaging. Additionally, co-textual elements such as appearance, body language, and the strategic use of teaching media further enhance classroom dynamics. The study highlights the need for teachers to continuously adapt to evolving educational demands, especially when working with students from diverse linguistic and cultural backgrounds, emphasizing that speech performance is not only a tool for communication but also a means of preserving and expressing cultural identities.

This study has several limitations, including a focus on a specific geographic area, Toba Caldera Geosites, which may restrict the generalizability of the findings to other contexts or regions with different linguistic and cultural dynamics. Additionally, the reliance on qualitative data from interviews and observations may introduce subjectivity, as teachers' self-reports could reflect personal biases or varying interpretations of effective teaching practices. Future research should consider a broader range of geographic locations and educational settings to enhance the generalizability of the findings. Furthermore, incorporating quantitative measures could provide a more comprehensive understanding of language teaching performance. Investigating the impact of specific pedagogical strategies on student outcomes across diverse cultural contexts would also be valuable, as would exploring the role of technology in enhancing language teaching in similar settings.

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