



## THE TEXTS FLOW STRUCTURE OF STUDENTS' ENGLISH SPEECH PERFORMANCE IN THE SEMINAR COURSE ON ELT (ANTHROPOLOGICAL APPROACH)

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### Abstract

*The purpose* of this paper is to describe (1) what are the text flow structures of the of students' English speech performance and (2) what is the non-text flow structure of the students' English speech performance in the Seminar on ELT course.

*Methods:* This study was observed using an anthropological approach using analytical parameters, namely interconnection, valuability, and sustainability. A qualitative paradigm with an ethnographic model is used in this study by applying twelve steps both in interview and observation methods.

*Findings:* The text flow structure of the of students' English speech performance has three important patterns, namely the introduction, body, and conclusion. It has the smallest elements called substructure. The substructure, there are greeting, question, and declarative sentences found in introduction. The substructure, there are transitional speech, guess, question, declarative, and explanatory sentences found in closing, and greeting closing found in closing part. In the non-text flow structure of the students' English speech performance found co-text and context elements, they are cultural, social, situational, and ideological contexts. In co-text found kinesics and prosemsics.

*Conclusions:* The text flow structure is the basic framework of a text in forming a coherent whole. The text and non-text flow structure is related to the text framework which is arranged regularly from beginning to end starting with the introduction into the conclusion. Both the text and non-text flow structures are very necessary to improve students' ability to communicate well and creatively.

**Keywords:** Text and non-text flow structure, Seminar on ELT, Anthropological

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### INTRODUCTION

Language performance refers to the domain of human action by paying special attention to communicative ways of acting. Language performance is a language process that requires something creative, materialized, and achieved. Language performance is a dimension of human life that is usually found in musical performances, theater, and other public performances that originate from artistic ability and creativity. Language performance in this form is usually found in debates, seminars (presenters), telling stories, singing, and other activities. What speakers talk about in the performance is evaluated according to aesthetic norms, namely how to convey beautiful expressions or the effect of the language

performance on participation, where there is the ability of the actors (performers) to influence participation. However, the notion of performance can also describe what is often found in the most ordinary encounters, when social actors show special concern and skill in conveying messages to participation (Duranti, 2001).

In language performance there are patterns. According to Puranto & Dahlan (1994:345) a pattern is a model, example, guideline or basic work plan. This means that a pattern can be a guide or reference for doing something. Patterns can be found in a model in an activity or work plan where the model becomes a permanent reference that can be used by the community. Patterns can also be interpreted as a form of permanent structure (Ngalimun, 2018:44). Patterns can form a permanent structure that becomes a reference for use.

Patterns consist of structures, formulas, and rules. Formula includes a fixed arrangement, rules include rules or requirements, and structure includes a sequence of interconnected elements (Sibarani, 2017:213). Structure is the basic framework of a text which includes a series of elements of a text to form a coherent whole. This structure is the scheme or flow of a text. Broadly speaking, there are three elements in language performance, namely the introduction, body, and conclusion, each of which must support each other coherently. The three elements in the language performance structure have a message from each element and the message varies according to the form and type of performance.

The Seminar on ELT course is one of the courses that students must take. In seminar activities, students learn to express their thoughts in oral form to exchange opinions or share experiences based on a scientific approach. Seminar on ELT is a scientific meeting to discuss a certain problem in teaching English with infrastructure, as well as responses through a discussion to get a joint decision regarding the problem discussed using English. In the Seminar on ELT course, language performance occurs when students present their papers and journals. The language performance performed by the students in front of all the participants who were present showed their ability and expertise in expressing ideas orally. When the student language performance process progresses, it is not only the lingual structure that needs to be analyzed, but also the nonlingual structure. The nonlingual structure in question is the co-text and context elements contained in this language performance. Co-text is an element that accompanies the elements in the process of creating, conveying, and interpreting discourse when communicating. Supporting elements during the communication process can be in the form of paralinguistics, proseemics, and material elements in the form of materials or objects used during the communication process.

Therefore, in studying English in the seminar on ELT subject, an anthropolinguistic approach is used by focusing on three parameters, namely performance to see communicative performances from students at the time of presentation of papers, both orally and in writing, indexicality to see the context of the situation, location, social, and ideology, and participation to see all participants involved in communicative performances in seminars on ELT courses. For this reason, this research was carried out using an anthropolinguistics approach.

This research focuses on (1) what the texts flow structure of the of students' English speech performance and (2) ) what the non-text flow structure of the students' English speech performance in the Seminar on ELT course. This research was conducted when the researcher taught the Seminar on ELT course to students of sixth semester students in the English study program, Faculty of Education and Teacher Training (FKIP), Universitas HKBP Nommensen, Medan.

## **METHOD**

This research was conducted using a qualitative paradigm with the ethnographic model by applying twelve steps in both interviews and observation methods. The collecting data in this research applies the observation and interview methods as shown by the qualitative paradigm of ethnographic models that are applicable. The observation method was undertaken with direct and participatory observation. The methods of interview data collection were performed with the ethnographic record techniques, descriptive questions, structural questions, and contrast questions, while the observational data collection was performed with the descriptive observation techniques, focused observations, and selected observations. In accordance with the qualitative paradigm of the ethnographic model, the analysis data were collected from the in-depth, an open-ended interview was conducted with the ethnographic interview technique analysis, domain analysis, taxonomic analysis, and component analysis. The continuance of data analysis was conducted by taking and discovering the cultural themes as a result of interpretation to describe and explain the conclusions of text flow structure students' speech performance in English in Seminar on ELT courses and also knowing the non-text flow structure of students' speech performance in English. The approach applied was anthropolinguistic study.

This research was conducted on the sixth semester of students in group A with a total of 40 students, English education study program, Faculty of Education and Teacher Training (FKIP), HKBP Nommensen University, Medan. They are all students that the researcher taught in class. The source of this research data came from some photos and video recordings that the researcher recorded when the students presented their papers or journals in front of the class. For data interviews, the researcher conducted interviews with the students about the non-text flow structure of students' speech performance in English to find out the co-text and context of their performance. The results of interviews and student presentation results as well as field observations including field notes, photographs of student presentations, and interpretation results from interviews with students constitute the primary research data. Recording results, observations, and interviews are the primary research data which has linguistic data and non-linguistic data. Linguistic data takes from in the form of behavior or verbal practice or verbal expressions of how students' language performance is carried out from the beginning to the end of the lecture. Behaviors, practices or verbal expressions on students' language performance include a variety of language use that needs to be observed in depth by researchers who are primary data.

Then, secondary data comes from written documents from the results of student paper reports or journals. This secondary data helps researchers to complement data from the field as primary data. When the researcher experiences a lack of data, the researcher will at any time contact several students who are informants in this study to complete the data.

## **RESULTS AND DISCUSSION**

### **Results**

#### **The Text Flow Structure of the of Students' English Speech Performance in the Seminar on ELT Course**

Based on data obtained by researchers which is adjusted to the problem formulation, the data is analyzed using domain analysis and taxonomy. The domain chosen is a domain with semantic relationships of type, reason, material, and attribute. The type domain

provides information about the types of sentences or utterances used and the meaning of these utterances. Domains with semantic relationships of reasons provide information about the benefits and functions of students taking the Seminar on ELT course. Then, domains with material and attribute semantic relationships provide information about indexicality and nonlingual performance. Through written text, there are 3 types of sentences in the opening section, 3 types of sentences in the content section, and 1 type of sentence in the closing section. The text flow structure of students' English speech performance table with the semantic relationship of types, reasons and attributes can be seen as follows.

**Table 4.1**  
**The Text Flow Structure of the Students' English Speech Performance**  
**Data for Domain Analysis**  
**Based on Semantic Relations**

No.	Domain (included terms)	Semantic Relations	Domain Details (cover term)
1	Students' English speech performance	Type	<ul style="list-style-type: none"> <li>a) Greetings</li> <li>b) Greetings</li> <li>c) Transitional speech</li> <li>d) Questions</li> <li>e) Guess sentences</li> <li>f) Explanatory sentences</li> <li>g) Declarative sentences</li> <li>h) Greetings</li> </ul>
2	Structure (substructure, body text, closing), formulas and rules	Type	<ul style="list-style-type: none"> <li>a) Patterns of text flow structure</li> <li>b) Patterns of non-text flow structure</li> </ul>
3	Materials and attributes in students' English speech performance in the classroom	Materials and attributes	<ul style="list-style-type: none"> <li>a) In focus</li> <li>b) Speaker</li> <li>c) Whiteboard markers</li> <li>d) <i>Laptops</i></li> <li>e) Black and white clothes</li> </ul>

After the domain analysis is carried out, the student's English speech performance data is then analyzed using taxonomic analysis. Taxonomic analysis informs the classification of terms which are included in the semantic relationship of the type of sentence or utterance uttered, semantic reasons, material semantics, and semantic attributes in carrying out speech performance in the Seminar on ELT class. Through the types of sentences or utterances, the meaning of students' English speech performance, structures, formulas and

rules of speech performance are obtained. The classification of attributes and materials provides information about the co-text and context of students' English speech performance in the Seminar on ELT course.

The performance text data was obtained by asking descriptive questions, structural questions, and conducting descriptive observations of the course of students' English performance events when performing in class in the Seminar on ELT course. Then, all students speech performance data is analyzed using taxonomic analysis. Based on the results of the taxonomic analysis, it was found that the text flow structure of students' English speech performance consists of three parts, namely the opening, body, and closing parts. These three parts are elements that are interconnected in a coherent manner. Then, in the text flow structure of students' English speech performance, there are also the smallest elements from each part of the speech English spoken by the students. The smallest element is called the substructure. Substructure is the smallest part or element of the text flow structure. In the opening part of the text flow structure of the students' speech English performance, there is a substructure starting from greeting, question sentences, and declarative sentences. In the body of the text flow structure in students' speech English performance, there are four types of substructure, namely transitional speech, guess, question, declarative, and explanatory sentences. In the closing part, there is a substructure, namely the greeting-closing sentence. The classification of the text flow structure and substructure of students' speech English performance in the Seminar on ELT course can be seen in the following tables.

**Table 4.2**  
**The Text Flow Structure of the Students' English Speech Performance**  
**Data in Taxonomic Analysis**

No	Text Group 1	Flow Structure	Substructure	Participants
1	<i>My name is Helendina Tampubolon as host. First of all the respected our lecturer, and our beloved all my friends. Firstly, let's thank the precise god for his blessing and gift, we can gather in this room in good condition, healthy and happy. Okay, the second is the main activity of our seminar. This activity will be guided by our moderator. Today moderator the time is yours.</i>	Opening	Greetings	Host of group
2	<i>Okay. As the opening, "unknown so unloved" doesn't know then doesn't love, so let me introduce myself, I'm Limayana Sihotang from HKBP Nommensen University as the moderator of our workshop today.</i>		Greetings	Moderators
3			Greetings	Moderators

My honorable, our lecturer Dr. Yessi Octavianna Pasaribu M. Pd who has given us the time and place to deliver our presentation today, and thanks to our participants for attending this workshop. So today we will discuss one application, an application that is commonly used by all people. Especially the generation that we know as generation z or "age generation knows".

Next, the researcher carried out data analysis using taxonomic analysis to find the non-text flow structure of the students' English speech performance in the Seminar on ELT course. Based on the results of taxonomic analysis of non-text flow structure of the students' English speech performance data on co-text, context, and material elements and attributes. Co-text was found in students' English speech performance. In students' English speech performance there are elements of kinesic and prosemic co-text. In the context elements, cultural, social, situational and ideological contexts are found. In terms of material elements, there are objects used during students' English speech performances, and the attributes or items worn are black and white uniforms. The material elements used when students perform speech English in the Seminar on ELT course are laptops, in focus, loudspeakers and markers. All taxonomic analysis results can be seen in the tables below.

**Table 4.3**  
**Non-text Flow Structure of the Students' English Speech Performance Data**  
**In Taxonomic Analysis Co-text, Context, and Material Elements**

No.	Co-text	Context	Material Elements & Attributes
1	Students' English speech performance in the Seminar on ELT course:  Kinesics: Students start by holding the speaker and turning on in focus to start presenting the paper. The first person to speak is the host who says greetings and does an ice breaker that is appropriate to the topic being discussed. After the host speaks, it continues with the moderator who starts with an	Culture:  The aim of implementing students' English language performance is to improve their English speech skills.  Social: In implementing student speech performance, all participants are required to be involved and present.	Material:  Students present their papers using laptops, speakers, markers, and focus.  Attributes: Students take this course and present their papers wearing black and white clothes.

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<p>introduction and sits next to speakers 1 and 2.</p> <p>2 Prosemics: The moderator speaks in front of the participants and speaker 1 and speaker 2 sit waiting for their turn to speak. After the moderator speaks, it is speaker 1's turn to speak, followed by speaker 2.</p>	<p>All participants present were seminar participants, hosts, moderators and key speakers. Those standing and sitting must be in accordance with their position when attending the seminar on ELT.</p> <p>Ideology: In carrying out students' English speech performances, there is a language ideology that they use when conveying their ideas in front of an audience.</p>
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Data on non-text flow structure of the students' English speech performance was obtained by asking descriptive questions, structural questions, and conducting selected analysis. Then, the data was analyzed using taxonomic analysis. Taxonomic analysis of non-text flow structure of the students' English speech performance data is informed by the structures, formulas, and rules contained in the Seminar on ELT course. Students' English speech performance in the Seminar on ELT course has the pattern, namely structures, formulas, and rules. The non-text flow structure of the students' English speech performance refers to interrelated elements. This element is the performer or main actor who presents a paper or journal. The non-text flow structure of students' English speech performance is carried out by three interconnected elements, namely the host, moderator, and keynote speaker. For non-text flow structure of the students' English speech performance has the pattern of rules, researchers found rules or requirements for students' English speech performance in seminar courses on ELT. Then, researchers also found formulas or stages that must be carried out in seminar courses on ELT. The following are the results of data analysis of non-text flow structure of students' English speech performance patterns in the tables below.

**Table 4.4**  
**The Patterns of Non-text Flow Structure of the Students' English Speech Performance in Taxonomic Analysis**

No.	Performance Type	Performance Patterns		
		Structure	Formulas	Rules
1	English speech performance in the Seminar	In the structure of students' English performance, it	There are three formulas for this language performance, namely:	The rules for students' English performance in the

on ELT course consists of four participants who support each other, namely 1) host, 2) moderator, 3) resource person, 4) audience.	1) <i>Hosts</i> opening, leading and closing the event with the beginning providing an ice breaker to the audience, introducing the topic and closing the event. 2) <i>Moderators</i> , Open the event by introducing the resource person first, inviting the resource person to present, opening a question and answer session, and drawing conclusions. 3) <i>Source person</i> Present the topic in front of the audience and answer all questions from the audience. 4) <i>Audience</i> , Get involved in participating by following the icebreaker from the host, listening to explanations from resource persons and asking questions in the Q&A session.	Seminar on ELT course are: 1) The students' English performance started with the host who opened the event and gave an ice breaker to all the audience and began introducing the topics that would be discussed in the seminar.
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### **The Pattern of the Text Flow Structure of the of Students' English Speech Performance in the Seminar on ELT Course**

The pattern of the text flow structure of the students' English speech performance in the Seminar on ELT course were analyzed based on the text and non-text of the students' English speech performance. This text flow structure of students' English speech performance is analyzed based on students' verbal speech production. For text flow structure studies, researchers use the concept of text structure proposed by Sibarani, namely pattern of structure. Through text analysis, we can find forms of textual performance, performers, and participants in the course of events during the Seminar on ELT course.

The performance of students' English speech in the Seminar on ELT course is an activity that does not appear by itself, but it is a manifestation of the speaker's behavior. The messages conveyed in students' English speech performance in the Seminar on ELT course have a specific purpose and are delivered to certain participants.



Speech performance certainly has goals and benefits for every language speaker. Speech performance can improve and hone their language skills. Speech performance will teach a speaker to be creative and innovative in performing speech performance in front of participants. Creativity in language is very necessary in speech performance by speakers. A speaker's language creativity will be seen from the way words, sentences, and discourse are used in the pattern of developing ideas for texts and speech uttered by the speaker. Language creativity includes the ability of language speakers to communicate effectively (listening, speaking, writing, and reading) which is really needed by speakers to interact with participants, so that participants understand the meaning of the speech being spoken.

Then, the pattern of students' English speech performance can be seen from the text structure, co-text, and context. The pattern of students' English speech performance were analyzed based on texts and co-texts. These students' English speech performance texts were analyzed based on verbal speech production. For text studies, the concept of text structure proposed by Sibarani, which consists of plot structure, is used. Through text analysis, forms of text performance, performers, and their participation in the course of students' English language events were discovered.

In students' English speech performance in the Seminar on ELT course, there is a pattern. The patterns referred to here are formulas, structures, and rules. In analyzing the formula form of students' English language performance, the researchers use the concept of Sibarani (2017: 213) which states that formulas include a fixed structure in performance. The permanent form of students' English language will be obtained from the basic concepts and types of students' English language contained in this Seminar on ELT course.

Formulas include a fixed arrangement, rules include rules or requirements, and structure includes a sequence of interconnected elements. Thus, patterns of students' English speech performance, what is meant here are students' speech formulas relating to the fixed form structure of English texts, the rules of students' English speech relating to the rules or requirements contained in texts of students' speech, and the text structure of students' English speech relating to the fixed form structure found in students' speech texts when they present their papers or journals in this course.

The formula of student's English speech performance will show the fixed form of language that will be obtained from the basic concepts and types of diction or sentences that exist or are used when students speak English in presenting their ideas or concepts contained in papers or journals. The rules of students' English speech performance will show the requirements and rules that apply in implementing student English performance in each English language formula. The structure of students' English speech performance will show elements of interconnected and related substructures contained in the flow structure of English texts when students express their thoughts and ideas in journal manuscripts or papers.

### **The Text Flow Substructure of the Students' English Speech Performance in Seminar on ELT Courses**

The text flow structure of the students' English speech performance is obtained from speech produced by students when taking seminar courses on ELT. The text contains expressions that include the message conveyed by the performer to the participants. Text is also a unit in language use that refers to meaning. The contents of the text regarding its meaning in a broader scope, including all components of meaning, social, expressive, communicative, and so on that are realized. In general, the text flow structure of the

students' speech performance data obtained in class can be analyzed from the plot structure and substructure.

Plot structure is the basic framework of a text which includes a series of elements of a text to form one coherent form. Plot structure is the scheme or flow of a text (Octavianna, 2023: 400). A text, including spoken text when presenting a journal or paper, is generally composed of three elements, namely the introduction, body, and conclusion, each of which must support each other coherently.

The text flow structure of students' English speech performance in the opening section consists of several substructures, namely greeting, declarative, and question sentences. The body text of students' English speech performance consists of questions, guesses, declarative and explanatory sentences. The closing text of the students' English speech performance consists of a greeting-closing sentence. All substructures contained in the substructure of students' English performance texts when presenting their papers or journals in front of participants can be used as references by other speakers, namely students who want to present their papers in public. When students perform in English, they will start their presentation with an introduction or opening by using a greeting sentence first, then, followed by using a greeting sentence addressed to the lecturer and all participants present in this course. After students use greeting sentences, they use declarative sentences and question sentences when they start to present their ideas or suggestions as stated in the papers or journals they write. These sentences are used in the opening of student performances. This opening also includes when they do ice breaking or brainstorming when starting to present their thoughts or ideas. They do ice breaking to attract the attention of all participants, so that all participants were interested in listening to all the explanations and presentations about the problems and ideas discussed in the seminar.

### **The Formula of Text Flow Structure of the Students' English Speech Performance in Seminar on ELT Courses**

Apart from the substructure in the text flow structure, students' English speech performance patterns also contain formulas. A formula is a fixed form or fixed structure obtained from basic concepts and types of sentences in English texts spoken by students as speakers. The text flow structure of students' English speech performance in the Seminar on ELT course consists of three parts, namely the introduction, body, and conclusion. The introductory part consists of three types of sentences spoken, namely greeting, declarative, and question sentences. In the body part, the text flow structure of students' English speech performance consists of four types of sentences, namely questions, guesses, declarative, and explanations. In the closing part, the text flow structure of the students' English speech performance has a type of greeting-closing sentence.

Based on the concept and type of text flow structure of the students' English speech performance, a formula or fixed structure of students' English speech is obtained, namely substructure + text body + text closing with an explanation of the substructure consisting of 4 greeting sentences + 13 declarative sentences + 10 statement sentences. In the body text flow structure of the student's English speech performance, there are questions, guesses, declarative, and explanations sentences consisting of 10 question sentences + 10 guess sentences + 10 declarative sentences + 15 explanation sentences. In the closing of text flow structure of the students' English speech performance, there are 3 greeting-closing sentences. All of these formulas are a permanent form of students' English speech

performance which is carried out during the speech performance which is carried out when presenting their papers or journals in the Seminar on ELT course.

### **The Rules of Text Flow Structure of the Students' English Speech Performance in Seminar Courses on ELT**

In the pattern of text flow structure of the students' English speech performance, there are also have rules. Rules are the requirements that students use as speakers when presenting their papers. All the rules contained in the text flow structure of the student's English speech performance must be obeyed and followed by the speaker in carrying out the speech English performance in the Seminar on ELT course. There are several rules contained in the pattern of text flow structure of the students' speech performance. First, the English text during student presentations consists of three parts, namely the opening, body, and the closing of the text.

In the opening part, the text flow structure of the student's English speech performance must be preceded by speaking of greeting, declarative, question sentences when presenting a paper or journal presentation. Second, after the three sentences are spoken by the speaker, he continues by saying questions, guesses, declarative, and explanations sentences in the form of the main idea of the problem being discussed scientifically. All spoken requests are part of the body text when students perform their speech performances in presenting their papers. Students' English speech performance cannot run well, creatively, and innovatively if it is not opened with these sentences. Third, the speaker continues his presentation by switching to question, guess, and explanation sentences. The speaker makes transitions utterance from one sentence to another to vary his diction, thereby creating an interesting seminar atmosphere. Fourth, the speaker continues his presentation by saying a closing greeting-closing as a sign that the seminar is ending. All of these rules or conventions must be followed and implemented by the speakers in the seminar. If students want to improve their English speech skills when taking the Seminar on ELT course, then they must follow all the rules and regulations contained in the text flow substructure of the students' speech performance in Seminar on ELT courses.

### **Discussion**

#### **The Texts Flow Structure of Students' English Speech Performance in the Seminar on ELT Course**

The text flow structure of the students' English speech performance in the Seminar on ELT course requires creativity in speech English by speakers, namely students. Creativity in speaking English can increase students' vocabulary in terms of diction, sentences, utterances, various meanings, linguistic levels, and the influence of language style when students convey their thoughts and ideas in the form of paper reports and journals.

In the ELT seminar course, communication is established which cannot be separated from the creative and innovative use of language. Students can express ideas, notions and thoughts in conveying informed opinions. When students perform speech performances in front of participants, they will try to speak creatively and innovatively in conveying their thoughts and ideas regarding the main problems in English language education.



**Figures1. Students' English speech performance during paper presentation**

In the seminar, the pattern of flow structure of the students' English speech performance can be seen, there are those who act as first speaker, second speaker, moderator, questioner, and host. Each student actively plays their respective for the pattern. Each student is divided into several groups and each group chooses a topic to be presented on according to their interests. When they present their papers or journals, students convey their thoughts or ideas regarding the problem topics discussed in English. The seminar event is first opened by the presenter by saying greeting to all the participants who present the seminar and starting by introducing himself to the participants. An example is seen in the sentence below:

Hosts :*"My name is Helendina Tampubolon as the host of this seminar. First of all the respected our lecturers and all my beloved friends. Firstly, let's thanks to the precise of God for his blessing and gift, we can gather in this room in good condition, healthy, and happy."*

From the sentence above, it can be seen how the presenter has chosen good diction and polite speech when opening the seminar. The presenter began to greet the lecturer and all his fellow students who acted as the audience. When the presenter greeted his lecturer, he chose the polite language. In the diction 'respectable' and the word 'beloved' are adjectives. The choice of these two adjectives contains the meaning of respect directed towards people who are considered to have a more honorable position than their peers. Meanwhile, the choice of the diction 'beloved' is aimed at peers who are considered to have the same status and position as them. From this sentence, it can be seen how students have chosen correct and creative diction by differentiating their address to lecturers and friends.

The next text flow structure of the students' English speech performance is carried out by the moderator. The moderator begins with an opening speech by saying an introductory sentence as the opening of the seminar where the keynote speaker will start delivering the material that will be presented. The sentences spoken by the students who act as moderators look good and have good sentence structure. This speech can be seen in the sentence below:

Moderators :*"today, we will discuss about one application. The application that is commonly used by all people. Especially, the generation that we know as generation Z or "now generation". Who has heard about this application? Almost of us have installed this application in our gadget"*.

In the utterance above, it can see how the student acts as moderator tries to speak in complete sentences. The moderator began to provide statements with meaningful guesses about an application that is widely used by the younger generation. This statement serves to invite the audience to think. Then, the sentence is followed by a question sentence. Question sentences are given to invite the audience present to be provoked to provide scientific opinions and thoughts to the moderator. The statements and questions given by the moderator are ice breakers before the main speaker gives a lecture on the topic to be discussed. From the speech above, it can be seen how the students' English speech performance has started to improve and be creative.

Next, the text flow structure of the students' English speech performance is the audience answers the moderator's questions. The next speech performance is carried out by the keynote speaker. The keynote speakers have started to explain the topics they will discuss scientifically. The language performance of a key speaker can be seen by issuing many statements containing explanations about the topics discussed scientifically. This statement can be seen in the following example:

Keynote speakers :*"Today, we are going to talk about tik tok and behavior. First, let us see what tik tok is. Tik tok is the application that people can provide unique and interesting special effects that can be used by users of this application to easily create short videos that can attract the attention of other users."*

From the speech above, it can be seen that the keynote speaker issued many statements containing explanations about the Tik Tok application to the audience. The next text flow structure of the students' English speech is explanatory sentences. The explanatory sentences spoken by the keynote speaker are intended so that the audience understands the topic being discussed. The language performance of the key speakers looks creative and good. The English spoken already looks structured with a good and correct pattern. It can be seen that the students' English speech performance is good and there is an improvement in their language style. They are able to explain their thoughts or ideas through papers or journals using scientific English.



**Figures 2 Situational Context during the Question and Answer Session**

From the students' English speech performance in the ELT seminar course, it can be seen how the utterances spoken by the students contained sentences containing statement, guess, explanatory, and also question sentences. This shows how the performance of English speaking students has increased because students try to speak English well and correctly when presenting their ideas or opinions in front of an audience. The sentences spoken are varied and not monotonous. Students are able to make sentences containing guesses as brain storming when they give presentations in class. This shows that students have tried to be creative and innovative when speaking English in class.

### **The Non-Text Flow Structure of the Students' English Speech Performance In The Seminar On ELT Course**

When we look at the performance of students' English speech, we not only look at the text of the sentences spoken by the students, but we also have to look at the co-text and context. Co-text and context influence speech performance. Co-text is a wrapper for the text, while context is a reinforcement and support for the performance carried out by students. Context consists of social context, situation, location, and ideology.

When students do their English speech performance, they cannot be separated from the co-text. The co-text contained in this performance is that students use media to deliver their English speech material. The media used is the in focus tool to help show power point slides containing student presentation material. The use of this media really helps students' English speech performance, so that they can easily explain the ideas or thoughts they want to convey to the audience. It is also easy for the audience to understand what the main speaker means because of this media. So, the use of this media is called co-text.

Then, the non-text flow structure of the students' English speech performance also used the co-text of kinesics and proseemics. Kinesics refers to the students start the seminar by holding the speaker and turning on 'in focus' to start presenting the paper. The first person to speak is the host who says greetings and does an ice breaker that is appropriate to the topic being discussed. After the host speaks, it continues with the moderator who starts with an introduction and sits next to speakers 1 and 2. For proseemics, the moderator speaks in front of the participants and speaker 1 and 2 sit waiting for their turn to speak. After the moderator speak, it is the speaker 1's turn to speak, and then followed by speaker 2.

Then, the context of the situation refers to the time and location of the student's English speech performance in the Seminar on ELT course. This performance took place in the classroom during the ELT seminar course. This course takes place every Thursday, at 10.00 WIB in the English Language Education Study Program, HKBP Nommensen University. The course is carried out with a lecture duration of 1 hour 50 minutes with a total of 2 credits. Every time this course takes place, students are required to present their ideas or concepts in front of the class in oral and written form in journals or paper reports.

Furthermore, in the social context we can see how students work together in group work. They try to prepare presentation materials well and perfectly. They learn from each other and work together to understand any differences of opinion between them. Students also learn to accept the opinions of audiences who do not agree with the ideas or ideas they present. Therefore, students will learn how to argue using scientific language.

Ideological context refers to what power or forces influence a text. By understanding these four contexts, the meaning, intent, message and function of students' English speech performance in the ELT seminar course will be found. In students' English speech performance there is a language ideology. Language ideology is the pronunciation or expression of something formulated in the mind. The efficacy of an ideology depends on the set of values it contains which can fulfill and guarantee all aspirations for life and human life, both as individuals and as members of society. The language ideology contained in students' speech performance can be seen from how English is used and spoken by students. Language ideology can influence the way we understand English, use and speak English and the position of people who are linguistically different from us. English has a well-known and strong language ideology because it is an international language. English is considered the standard for success and social mobility. Students' English speech performance contains language ideologies contained in the speech spoken by students.

## CONCLUSION

In text flow structure of students' English speech performance, there is a patterns of speech performance, namely structure, formulas, and rules. In the pattern of text flow structure has three parts, namely opening, body, and closing part of the text which is the structure has the text flow substructure, namely greetings, questions, and declarative sentences found in opening speech. In the body, there are questions, guesses, explanatory, and declarative sentences. In the closing, there are greeting-closing sentences. In the formulas text flow structure consist of 4 greeting + 13 declaratives + 10 questions found in opening speech, in body part consist of 10 questions + 10 guessing + 15 explanatory sentences and in the closing, part consist of 3 greeting-closing sentences.

Meanwhile, in the non-text flow structure of students' English speech performance in the Seminar on ELT course, there is co-text and context. In context, there is the context of culture, social, situational, and ideology found in the non-text flow structure. Both text and non-text flow structures are very necessary to improve students' ability to communicate well and creatively.

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