

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the researcher would discuss about previous studies and any literatures which related with the topic selected in this thesis. In this chapter the researcher would also provide some theories or notions stated by some researchers and experts.

#### A. Discourse Analysis

Discourse studies is the discipline devoted to the investigation of the relationship between form and function in verbal communication.<sup>22</sup> Meanwhile, the term discourse analysis was first introduced by Zellig Harris in 1952 as a way of analyzing connected speech and writing. According to Gee discourse analysis is the study of language in use.<sup>23</sup> Discourse analysis focuses on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication.<sup>24</sup> It is concerned with the study of the relationship between language and contexts in which it is used. It grew out of work in different disciplines in the 1960s and early 1970s, including linguistics, semiotics, psychology, anthropology and sociology.<sup>25</sup>

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<sup>22</sup> Jan Renkema, *Introduction to Discourse Studies*, (Amsterdam: John Benjamin Publishing Company, 2004), page 1.

<sup>23</sup> James Paul Gee, *An Introduction to Discourse Analysis: Theory and Method*, (New York: Routledge, 2010), page 9.

<sup>24</sup> Brian Paltridge, *Discourse Analysis: An Introduction*, (New York: Continuum, 2008), page 2.

<sup>25</sup> Michael McCharthy, *discourse Analysis for Language Teachers*, (Cambridge: Cambridge University Press, 2000), page 5.

Discourse analysis considers the ways that the use of language presents different views of the worlds and different understandings. It examines how the use of language is influenced by relationships between participants as well as the effects the use of language has upon social identities and relations. It also considers how views of the world, and identities, are constructed through the use of discourse. Discourse analysis examines both spoken and written texts.<sup>26</sup>

Discourse analysis considers the relationship between language and the contexts in which it is used and is concerned with the description and analysis of both spoken and written interactions. Its primary purpose, as Chimombo and Roseberry (1998) argue, is to provide a deeper understanding and appreciation of texts and how they become meaningful to their users.<sup>27</sup>

### **1. Different views of discourse analysis**

There are a number of differing views on what discourse analysis actually is. Social science researchers argue that all their work is concerned with the analysis of discourse, yet often take up the term in their own, sometimes different, ways (Fairclough 2003). Mills (1997) makes a similar observation showing how, through its relatively short history, the term discourse analysis has shifted from highlighting one aspect of language usage to another, as well as being used in different ways by different researchers. Cazden (1998) describes two main views on discourse analysis: those which focus on the analysis of stretches of

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<sup>26</sup> Brian Paltridge, *Discourse Analysis : An Introduction*, (New York: Continuum, 2008), page 2.

<sup>27</sup> *Ibid*, page 3.

naturally occurring language, and those which consider different ways of talking and understanding.

Fairclough (2003) contrasts what he calls 'textually oriented discourse analysis' with approaches to discourse analysis that have more of a social theoretical orientation. He does not see these two views as mutually exclusive, however arguing for an analysis of discourse that is both linguistic and social in its orientation. Cameron and Kulick (2003) present a similar view. They do not take these two perspectives to be incompatible with each other, arguing that the instances of language in use that are studied under a textually oriented view of discourse are still socially situated and need to be interpreted in terms of their social meanings and functions.<sup>28</sup>

From the notions above Brian Paltridge got the conclusion that discourse analysis is a view of language at the level of text. Discourse analysis is also a view of language in use; that is, how, through the use of language, people achieve certain communicative goals, perform certain communicative acts, participate in certain communicative events and present themselves to others. Discourse analysis considers how people manage interactions with each other, how people communicate within particular groups and societies as well as how they communicate with other groups and cultures. It also focuses on how people do things beyond

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<sup>28</sup> Brian Paltridge, *Discourse Analysis : An Introduction*, (New York: Continuum, 2008), page 8.

language, and the ideas and beliefs that they communicate as they use language.<sup>29</sup>

## **2. Forms of Discourse Analysis**

There are two forms of discourse analysis, they are descriptive and critical. The goal of descriptive discourse analysis is to describe how language works in order to understand it, just as the goal of the physicist is to describe how the physical world works in order to understand it. In both cases—the discourse analyst and the physicist—their hope may also be to gain deep explanations of how language or the world works and why they work that way. Though their work may have practical applications in the world, these discourse analysts and physicists are not motivated by those applications. On the other hands, Critical discourse analysis has different goal. It is not just to describe how language works or even to offer deep explanations, though they do want to do this. They also want to speak to and, perhaps, intervene in, social or political issues, problems, and controversies in the world. They want to apply their work to the world in some fashion.

People who take a descriptive approach often think that a critical approach is “unscientific” because the critical discourse analyst is swayed by his or her interest or passion for intervening in some problem in the

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<sup>29</sup> Ibid, Page 9.

world. People who take a critical approach often think that a purely descriptive approach is an evasion of social and political responsibility.<sup>30</sup>

Gee asserted that that all discourse analysis needs to be critical, not because discourse analysts are or need to be political, but because language itself is, as we have discussed above, political. He argued that any use of language gains its meaning from the “game” or practice of which it is a part and which it is enacting. He also argued, as well, that such “games” or practices inherently involve potential social goods and the distribution of social goods, which he has defined as central to the realm of “politics.” Thus, any full description of any use of language would have to deal with “politics.”<sup>31</sup>

## **B. Intertextuality**

Intertextuality firstly was created for literary study. The term ‘Intertextuality’ was created by Kristeva in the late 1960s in the context of her influential accounts for western audiences of the work of Bakhtin.<sup>32</sup> Intertextuality was first used with reference to what Bakhtin calls the dialogic aspect of language, which “foregrounds class, ideological and other conflicts, divisions and hierarchies within society.”<sup>33</sup> For Bakhtin the life of

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<sup>30</sup> James Paul Gee, *An Introduction to Discourse Analysis: Theory and Method*, (New York: Routledge, 2010), Page 9.

<sup>31</sup> *Ibid*, page 9.

<sup>32</sup> Norman Fairclough, *Discourse and Social Change*, (Cambridge: Polity Press, 2006), page 101.

<sup>33</sup> Allen, Intertextuality 2000, 21. In Adolphe Haberer, *Intertextuality in Theory and Practice*, (France: Literatura, 2007), available at [www.literatura.flf.vu.lt](http://www.literatura.flf.vu.lt), accessed on March 18, 2015.

the word is contained in its transfer from one mouth to another, from one context to another context, from one social collective to another."<sup>34</sup>

### 1. Definition of Intertextuality

Charles Grivel claims that no text exists in isolation but is always connected to a 'universe of texts' (Grivel,1978). Whenever a new text comes into being it relates to previous texts and in its turn becomes the precursor of subsequent texts. What can be said for the production of texts also applies to their reception. No hermeneutic act can consider a single text in isolation. Rather it is an experience with a retrospective as well as a prospective dimension. This means for the text: it is an intertext, i.e. simultaneously post-text and pre-text. Stephen Heath perceives a continual process of transformation at work: "Far from being the unique creation of the author as originating source, every text is always (an)other text(s) that it remakes, comments, displaces, prolongs, reassumes." (1972,24) Consequently, every text is always subjected to a process of repetition. It exists as a perennial interplay between identity and difference. That constitutes its intertextuality.<sup>35</sup>

Kristeva declared that 'every text is from the outset under the jurisdiction of other discourses which impose a universe on it' (Kristeva 1974, 388–9; translation by Culler 1981, 105).<sup>36</sup> According to Gee, intertextuality is, when we speak or write, our words often allude to or

<sup>34</sup> Mikhail Bakhtin, *Problems of Dostoevsky's Poetics* (Minneapolis: University of Minnesota Press, 1984), 201. In Adolphe Haberer, *Intertextuality in Theory and Practice*, (France: Literatura, 2007), available at [www.literatura.flf.vu.lt](http://www.literatura.flf.vu.lt), accessed on March 18, 2015.

<sup>35</sup> Heinrich F.Plett, *Intertextuality*, (New York: Walter de Gruyter, 1991), page 17.

<sup>36</sup> Daniel Chandler, *The Basics Semiotics*, (New York: Routledge, 2005), 197.

relate to, in some fashion, other “texts” or certain types of “texts” where by “texts” he means words other people have said or written.<sup>37</sup> Meanwhile, Norman Fairclough stated that intertextuality is basically the property texts have of being full of snatches of other texts, which may be explicitly demarcated or merged in, and which text may assimilate, contradict, ironically echo, and so forth.<sup>38</sup> Gerard Genette preferred to use “transtextuality” as more inclusive term than intertextuality. He defined transtextuality as everything that brings text into relation (manifest or hidden) with other texts.<sup>39</sup> From all the definitions above the researcher concluded that they actually have the same point that intertextuality is the relation between one text and other texts. Even though Genette created the new term (transtextuality), however what he meant aligns with what the other experts had asserted.

According to Judith Still and Michael Worton there are two reasons that can make Intertextuality emerges in a text. The first, the writer is a reader of texts before she is a creator of texts, and therefore the work of art is inevitably shot through with references, quotations and influences of every kind. And the second, a text is available only through some process of reading, what is produced at the moment of reading is due to the cross-fertilisation of the packaged

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<sup>37</sup> James Paul Gee, *An Introduction to Discourse Analysis*, (New York and London: Routledge, 2011), 29.

<sup>38</sup> Norman Fairclough, *Discourse and Social Change*, 2006, page 84.

<sup>39</sup> Gerard Genette, *The Architext (An Introduction)*, translated by Jane E. Lewin, (California: University of California Press, Ltd., 1992), 81.

textual material by all the texts which the reader brings to it.<sup>40</sup> It means that in a writing or text the intertextuality always be exist, because the author of the texts must be the reader before, or in another word, he will need any sources and references for his/her writing.

## 2. Types of Intertextuality

The professionals have different stances concerning types of intertextuality. In this part the researcher would confer the notions about types of intertextuality ventured by Heinrich F. Plett and Gerard Genette.

*Heinrich F. Plett* classified intertextuality into some parts, he firstly see the types by choosing quotation as the point classify.

### a. Quotations

Plet argued that The whole field of intertextual phenomena is so large that it is hard to choose one which lends itself to a syntactical and a pragmatological semiosis. By choosing the quotation we opt for an intertextual unit which is well known outside of scholarly discourse, too. Priests are said to 'quote' passages from the Bible, but also composers from a symphony or painters from a picture. This indicates that the quotation represents a material kind of intertextuality. Not a structural rule, but a textual sign is being reproduced. The material quality of this textual sign can be verbal as well as non-verbal. As can be seen from these few remarks the

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<sup>40</sup> Michael Worthon and Judith Still, *Intertextuality, theories and practices*, (Manchester and New York: Manchester University Press, 1990), 1-2.



quotation is obviously made up of a rather specific cluster of features, which makes it an almost ideal object for an intertextual case study (Plett 1988).<sup>41</sup>

### 1) Quotation Markers

Quotation markers are either explicit, implicit or simply non-existent. Explicit markers indicate a quotation directly, either by a performative verb like "I quote" or a standardized formula like "quote" - "unquote" or even by naming the source directly.

Implicit markers are either features inherent in or added to the quotation. As features added, they may appear, on the phonological level, as pauses before and after the quotation or, on the graphemic level, as inverted commas, colons, italics or empty spaces. They are, however, ambiguous in so far as they do not only signal quotations but other textual features as well (for instance, inverted commas also signal irony).

### 2) Kinds of Quotations

#### a) The Authoritative Quotation

The authoritative quotation occurs in communicative situations that impose on the sender an obligation to quote.

Such communicative situations are closely attached to

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<sup>41</sup> Heinrich F.Plett, *Intertextuality*, (New York: Walter de Gruyter, 1991), page 8.

social institutions ; hence the quotation act assumes a ritualized character.

b) The Erudite Quotation

The erudite quotation mainly occurs in scientific texts that refer to other scientific texts. Like the theological quotation, it may be used to rely on the authority of incontestable knowledge.

c) The Ornamental Quotation

The ornamental quotation is even less subordinate to the normative forces of a communicative situation. Its spectrum of application is broad, for it includes numerous kinds of occasional discourse: letters, advertisements, ceremonial addresses, obituaries, feuilletons, essays.

d) The Poetic Quotation

As compared to the non-poetic types of quotation, the poetic quotation is characterized by its lack of an immediate practical purpose. Such a purpose can, however, be achieved, when a politician, a journalist or a salesman employs a poetic quotation in a non-poetic text.<sup>42</sup>

3) Transformation

Transformations are such procedures as transform textuality into intertextuality. Texts refer to texts, structures refer

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<sup>42</sup> Heinrich F.Plett, *Intertextuality*, (New York: Walter de Gruyter, 1991), page 13-14.

to structures. The sign character of texts will comprise not only verbal but also non-verbal signifiers.

a) Substitution

This type of transformation is most frequent. It comprises signs and structures and engenders a multitude of possible combinations. Sign substitution can occur in identical or in different sign classes. Structural substitution functions analogously.

(1) Medial substitution

Signs of different classes are, for instance, verbal, visual, acoustic.

(2) Linguistic substitution

Verbal signs which can replace each other come from different subclasses. The result of such operations is 'translation' in a wider sense - for instance, from standard speech (e.g., Standard English) into a foreign language (e.g., High German), an earlier linguistic stage (e.g., Old English), a regional dialect (e.g., Welsh English), a sociolect (e.g., the language of youth culture), a specific linguistic register (e.g., colloquial), etc.

(3) Structural substitution

Structural substitution takes place, when one set of rules is replaced by another. In literature the most conspicuous transformation of this kind is generic change.

b) Addition

Additive transformations generate further texts out of a given pre-text which serves as their material source. Hence such texts may be assigned a secondary status, since they rely on their predecessor for a full understanding. Their autonomy is a limited one which often finds expression in the fact that pre- and post text are contained in one publication; if that is not the case, the latter is frequently furnished with such a title or subtitle as indicates its derivative character.

c) Substraction

A subtractive transformation may affect the whole text or only part of it. If it affects the whole text, the result may be a text type like the abstract, synopsis, or digest. It is generated either as a shortened paraphrase or an excision of text segments.

d) Permutation

This transformation breaks a text down into fragments and rearranges these in a different order.

e) Complexities

Intertextual transformations take place within the horizontal (syntagmatic) and vertical (paradigmatic) axes of sign communication. Syntagmatic intertextuality, when multiplied, results in intertext series, paradigmatic intertextuality, when multiplied, creates intertext condensations.

(1) Serialization

Syntagmatic intertextuality is modeled on the following transformational paradigm:

(a) onetext => one text

i.e. the prototype of intertextuality which, however, remains an abstraction in its one-dimensionality.

(b) one text => many texts

i.e. a series of intertexts proceeding from one text.

(c) many texts => one text

i.e. a collage or cento, if composed of heterogeneous pre-text segments.

(d) many texts => many texts

i.e. the average experience of intertextuality.

(1) Condensation

It is by no means an accident that Richard Strauss' opera appears as the most complex link in the chain of Salome intertexts. It incorporates a multiple intertextuality, both material and structural. The material part consists, among others, of linguistic, musical, choreographie, scenie, and costumic signs. Each type constitutes an intertextual stratum of its own referring, for instance, to musical (e.g., fugue) or choreographie (e.g., oriental dance) pre-texts. If taken together, these strata produce a multi-layered material intertextuality. The same applies to dramatic and operatic intergenericity. Both material and structural intertextuality do not exist successively but simultaneously. Their various strata or isotopies are superimposed upon each other. They thus engender a paradigmatic condensation of intertextual poly-isotopies.<sup>43</sup>

Meanwhile, *Gerard Genette* proposed the term 'transtextuality' (the same with intertextuality in general definition) as a more inclusive

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<sup>43</sup> Heinrich F.Plett, *Intertextuality*, (New York: Walter de Gruyter, 1991), page 19-24.

term than ‘intertextuality’ (Genette, 1997). He listed five subtypes, as follows<sup>44</sup>:

1) Intertextuality (as the part of transtextuality)

Intertextuality consists of quotation, plagiarism, and allusion.<sup>45</sup>

a) Quotation

Quotation refers to a type of intertextuality which may fall into direct quotation or indirect quotation. Direct quotation and indirect quotation are identified based on orthographic marker “quotation marks” and source’s voice which links the source with his/her text.<sup>46</sup>

b) Plagiarism

According to Oxford dictionary plagiarism is the practice of taking someone else’s work or ideas and passing them off as one’s own.<sup>47</sup> In addition, the act of plagiarizing is defined as to take ideas, writings, etc., from another and pass them off as ones’s own.<sup>48</sup> It includes copying the text of others without a proper reference or citation.<sup>49</sup>

<sup>44</sup> Daniel Chandler, *The Basics Semiotics*, (New York: Routledge, 2005), 206.

<sup>45</sup> Daniel Chandler, *The Basics Semiotics*, (New York: Routledge, 2005), 206.

<sup>46</sup> Anni Holila Pulungan, Edi D. Subroto, Sri Samiati Tarjana, and Sumarlam. *Intertextuality In Indonesian Newspaper Opinion Articles On Education: Its Types, Functions, And Discursive Practice*. TEFLIN Journal. Volume 21. Number 2. August 2010.

<sup>47</sup> Oxford dictionary of English: Second Edition, revised, (Oxford: Oxford University Press, 2005)

<sup>48</sup> The American heritage dictionary of the English Language, 4<sup>th</sup> edn, (Harcourt Publishing Company, 210) in Gunnar Lose, *Plagiarism*, (the international Urogynecological Association, 2011)

<sup>49</sup> Gunnar Lose, *Plagiarism*, (the international Urogynecological Association, 2011)

Harold C. Martin and Richard M. Ohmann in their book, *The Logic and Rhetoric of Exposition* purposed three examples of plagiarism, as follows<sup>50</sup>:

1. Word-for-word copying.

Whenever someone else is directly quoted, honesty and courtesy require acknowledgment of the source. The quoted material should be placed in quotation marks and its exact location should be indicated either in the text of the student's paper or in a footnote.

2. The mosaic.

To intersperse a few words of one's own here and there while basically copying the works of another is obviously unethical, unless one clearly acknowledges that this is being done. Should there be a valid reason for doing so, then quotation marks or a general footnote should be used to show what belongs to the source and what is one's own contribution.

3. The paraphrase.

Once more the crucial point is acknowledgement. Sometimes one can paraphrase in order to simplify, abbreviate or improve upon an original, but the reader deserves to know what is being presented to him and whose work it represent.

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<sup>50</sup> Harold C. M., and Ohmann, R. M., *The logic and rhetoric of exposition*, (New York: Holt Rinehart and Winston Inc., 1963) in Eleanor Krassen Covan, *Health Care for Women International*, (London: Routledge, 2009)



Therefore, acknowledgment of the source is required within the text of the student's paper or by a footnote.<sup>51</sup>

### c) Allusion

Allusion is a type of intertextuality whose presence in the articles is implicit. It can be realized as implicit quotation, negation, or framing. Implicit quotation is a type of allusion whose source of its text is not presence. Negation is a type of Allusion which is identified on the basis of the presence of intertextual negation. And, Framing is a type of Allusion which is related to the transfer of semantic domain.<sup>52</sup>

### 2) Paratextuality

Paratextuality is the relation between a text and its 'paratext' – that which surrounds the main body of the text – such as titles, headings, prefaces, epigraphs, dedications, acknowledgements, footnotes, illustrations, dustjackets, etc.<sup>53</sup>

### 3) Architextuality

Architextuality is designation of a text as part of a genre or genres (Genette refers to designation by the text itself, but this could also be applied to its framing by readers).<sup>54</sup>

<sup>51</sup> Harold C. M., and Ohmann, R. M., *The logic and rhetoric of exposition*, (New York: Holt Rinehart and Winston Inc.,1963) in Eleanor Krassen Covan,*Health Care for Women International*, (London: Routledge, 2009)

<sup>52</sup> Anni Holila Pulungan, Edi D. Subroto, Sri Samiati Tarjana, and Sumarlam. *Intertextuality In Indonesian Newspaper Opinion Articles On Education: Its Types, Functions, And Discursive Practice*. TEFLIN Journal. Volume 21. Number 2. August 2010.

<sup>53</sup> Daniel Chandler, *The Basics Semiotics* ,(New York: Routledge, 2005) , 206.

<sup>54</sup> Ibid , 206.

#### 4) Metatextuality

Metatextuality is explicit or implicit critical commentary of one text on another text.<sup>55</sup> Anni Hollila Pulungan and her friends in their journal classified into two parts, they are metatextuality which the text being intertextualized is still external and metatextuality which the text being intertextualized can be referred to the previous sentences.<sup>56</sup>

#### 5) Hypotextuality (Genette's term was hypertextuality)

Hypotextuality (Hypertextuality) is the relation between a text and a preceding 'hypotext' – a text or genre on which it is based but which it transforms, modifies, elaborates or extends (including parody, spoof, sequel, translation).<sup>57</sup>

### 3. Functions of Intertextuality

According to the research conducted by Ani Hollila Pulungan and her friends, there are some functions of intertextuality. They grouped them into two parts. Those functions were grouped on the basis of whether a function is related to the topic being discussed in the articles as a whole or to a certain idea posed by a sentence in the articles. The first is intertextuality which is used to fulfill "topical function" (TOFU). The

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<sup>55</sup> Chandler, *The Basics Semiotics*, 206.

<sup>56</sup> Anni Holila Pulungan, Edi D. Subroto, Sri Samiati Tarjana, and Sumarlam. *Intertextuality In Indonesian Newspaper Opinion Articles On Education: Its Types, Functions, And Discursive Practice*. TEFLIN Journal. Volume 21. Number 2. August 2010.

<sup>57</sup> Chandler, *The Basics Semiotics*, 206.

second is intertextuality which is used to fulfill “inter-sentential function” (ISFU).<sup>58</sup>

Both TOFU and ISFU of intertextuality has five functions, as follows:

a. Topical function of intertextuality (TOFU):

- 1) To introduce the articles’ topic
- 2) To introduce the articles’ sub-topic
- 3) To conclude the articles’ discussion
- 4) To provide suggestion
- 5) To conclude the articles’ sub-topic.

b. Inter-sentential function of intertextuality (ISFU):

- 1) To provide contradictory statement
- 2) To provide additional explanation
- 3) To provide data
- 4) To provide examples
- 5) To describe data.<sup>59</sup>

### C. Discursive Practice

The term discursive practice was created by Michel Foucault. He stated about discursive formation that consists of ‘rules of formation’ for particular set of statements which belong to it, and more specifically rules for

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<sup>58</sup> Anni Holila Pulungan, Edi D. Subroto, Sri Samiati Tarjana, and Sumarlam. *Intertextuality In Indonesian Newspaper Opinion Articles On Education: Its Types, Functions, And Discursive Practice*. TEFLIN Journal. Volume 21. Number 2. August 2010.

<sup>59</sup> Ibid.

the formation of 'objects', rules for the formation of 'enunciative modalities' and 'subject positions', rules for the formation of 'concepts', and rules for the formation of 'strategies' (Foucault, 1972: 31-9)<sup>60</sup>. These rules of formation are constituted by combinations of prior discursive and non-discursive elements, and the process of articulating these elements makes discourse a social practice, and Foucault called it as discursive practice.<sup>61</sup> In addition, discursive practice is how the texts are interpreted and received and what social effects they have.<sup>62</sup> Discursive practice involves processes of text production, distribution, and consumption, and the nature of these processes varies between different types of discourse according to social factors.<sup>63</sup>

#### D. Educational Articles

'Educational' is the adjective form of the noun 'education'. Originally, the word education emerged in 16<sup>th</sup> century, from Latin word 'educatio (n-)'. Education means the process of receiving or giving systematic instruction, especially at a school or university. 'Educational' (adjective) means relating to the provision of education.<sup>64</sup>

Article is originally from Latin word *articulus* which means 'small connecting part'. In this modern era the word article is identical with someone's writing in magazine or newspaper. As Oxford dictionary defines it

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<sup>60</sup> Norman Fairclough, *Discourse and Social Change*, (Cambridge : Polity Pres , 2006), 40.

<sup>61</sup> Ibid, 41.

<sup>62</sup> W. Wang, *Critical Discourse Analysis*, 2006, available at [ses.library.usyd.edu.au/bitstream/2123/1701/5/05chapter4.pdf](http://ses.library.usyd.edu.au/bitstream/2123/1701/5/05chapter4.pdf), accessed on March 18, 2015.

<sup>63</sup> Norman Fairclough, *Discourse and Social Change*, 2006, page 78.

<sup>64</sup> Oxford dictionary of English: Second Edition, revised, (Oxford: Oxford University Press, 2005)

as a piece of writing included with others in a newspaper, magazine, or other publication.<sup>65</sup>

From the explanation above we can define that an educational article is a piece of writing in a newspaper, magazine, or other publication that discuss about the topics relating with education.

#### **E. BBC News.**

BBC News gathers and produces national daily news, business, political, and current affairs programmes on BBC television and radio. It is also responsible for the continuous news channels BBC News 24, BBC Parliament, BBC World, interactive services, Ceefax and the web site BBC News Online.

BBC News is the largest broadcast news operation in the world with more than 2,000 journalists and 48 newsgathering bureaux, 41 of which are overseas. BBC News reported from more than 150 countries and produced more than 45,000 hours of programming - that works out at an average of 120 hours of news broadcasting for every day of the year.

BBC News is also a global news provider reaching more than 260 million viewers through the international TV news channel BBC World and more than 150 million listeners via BBC World Service. These services are not funded by the licence fee but by grants for the World Service and commercial income for BBC World.

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<sup>65</sup> Ibid.

BBC News does not produce the BBC's UK regional news programmes and services but works very closely with BBC Nations and Regions.

Alongside journalists, BBC News employs 700 people in the Resources department, providing a comprehensive range of dedicated location, editing, graphics and studio facilities, and operational staff for BBC News, including IT and engineering services.

BBC News is respected both in the UK and around the world for the strength of its journalism and impartiality. Since the first radio news bulletins almost 80 years ago, BBC News has become the first place people turn to during big news events.

According to an ICM poll, 93% of the UK population turned to BBC television, radio, text or online during the first two weeks of the war in Iraq. In the first week of the conflict, BBC News 24 was seen by 70% of the population - 40 million people. Traffic to BBC News Online increased massively with one week in March seeing a record 140 million page impressions - a typical weekly figure would be 45 million.<sup>66</sup>

However, the BBC News meant in this thesis is the name of the online media organized by BBC. It can be accessed on [bbc.co.uk](http://bbc.co.uk).

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<sup>66</sup> Richard Sambrook, *This is BBC News*, available at [http://news.bbc.co.uk/aboutbbcnews/hi/this\\_is\\_bbc\\_news/default.stm](http://news.bbc.co.uk/aboutbbcnews/hi/this_is_bbc_news/default.stm). Accessed on April 2, 2015.

## F. Theoretical framework

The approach in this research is discourse analysis, following Gee's definition that discourse analysis is the study of language in use.<sup>67</sup> This research is exactly a critical discourse analysis because it is not just to describe how language works but also want to investigate any matters related with social practice.<sup>68</sup> Furthermore, Gee asserted that that all discourse analysis needs to be critical, not because discourse analysts are or need to be political, but because language itself is, political. He argued that such "games" or practices inherently involve potential social goods and the distribution of social goods, which he has defined as central to the realm of "politics." Thus, any full description of any use of language would have to deal with "politics."<sup>69</sup> The researcher decided to use this kind of approach because the goal which is intentionally achieve in this study is the discursive practice happens in the educational articles of BBC News.

The discursive practice meant in this study is based on Fairclough's ideas that discursive practice involves processes of text production, distribution, and consumption, and the nature of these processes varies between different types of discourse according to social factors.<sup>70</sup> In addition,

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<sup>67</sup> James Paul Gee, *An Introduction to Discourse Analysis: Theory and Method*, (New York: Routledge, 2010), page 9.

<sup>68</sup> James Paul Gee, *An Introduction to Discourse Analysis: Theory and Method*, (New York: Routledge, 2010), Page 9.

<sup>69</sup> *Ibid*, page 9.

<sup>70</sup> Norman Fairclough, *Discourse and Social Change*, 2006, page 78.

discursive practice is how the texts are interpreted and received and what social effects they have.<sup>71</sup>

In determining the functions of intertextuality in the educational articles the researcher decided to follow the functions which Ani Hollila Pulungan and her friends discovered in from opinion articles in Indonesian Newspaper. Nonetheless, it is possible if the researcher will find the other functions during investigating the educational articles of BBC News.

Finally, for the types of Intertextuality the researcher used are the notion asserted by Gerard Genette. The writer decided to use it because, his theory about types of intertextuality is easy to understand, and also appropriate with this study. Besides, this theory has been quoted by any researchers such as Daniel Chandler (Chandler: 2005) and Barrie Olson Harvey (Harvey: 2014) as reference.

### **G. Previous Studies about Intertextuality**

After firstly coined by Julia Kristeva in 1960s, Intertextuality becomes an interesting issue for many researchers. It evoked many researches about intertextuality were conducted. Even though intertextuality comes from literary theory, but nowadays it is being an important issue to talk to in linguistics.

In 2008, Bc. Pavel Holy analyzed intertextuality and allusion in Dead Man Movie. The purpose of the his research is to find allusions in the film to works of art significant in western canon. The result of his research shows that

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<sup>71</sup>W. Wang, *Critical Discourse Analysis*, 2006, available at [ses.library.usyd.edu.au/bitstream/2123/1701/5/05chapter4.pdf](http://ses.library.usyd.edu.au/bitstream/2123/1701/5/05chapter4.pdf), accessed on March 18, 2015.



the meaning in the *Dead Man* do not have single or individual sources, they are the outcome of relationships between texts (intertextuality). The meanings are not products of a language itself, but an outcome of cultural habituation (or, as Foucault would say, an outcome of discursive practices embedded in a particular culture and/or society).<sup>72</sup>

Then, Anni Holila Pulungan, Edi D. Subroto, Sri Samiati Tarjana and Sumarlan in 2010 wrote a journal “*Intertextuality In Indonesian Newspaper Opinion Articles On Education: Its Types, Functions, And Discursive Practice.*” They analyzed the intertextuality happened in the opinion articles to find the discursive practice did by the authors. From the research they had conducted they got the result that the social practice found in the articles is that the intertextuality is functioned to create an image that the articles possess a level of academic text.<sup>73</sup>

In the same year with Anni Holila Pulungan, ‘Anelise Scotti Scherer analyzed the explicit Intertextuality in Science Popularization News, in her journal ‘*Explicit Intertextuality in Science Popularization News*’. The aim of her research is to identify traces of explicit intertextuality in 30 science popularization (SP) News articles from BBC News and Scientific American online publications. The results of the study suggest that strategies in SP News emphasize the role of the journalist to inform the reader about new studies, and make it possible to explain scientific principles and concepts, evaluate the

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<sup>72</sup> Pavel Holy, *Intertextuality and Allusion in Dead Man*, (Brno: Masaryk University, 2008).

<sup>73</sup> Anni Holila Pulungan, Edi D. Subroto, Sri Samiati Tarjana, and Sumarlan. *Intertextuality In Indonesian Newspaper Opinion Articles On Education: Its Types, Functions, And Discursive Practice*. TEFLIN Journal. Volume 21. Number 2. August 2010.

research and promote discussion on its relevance for society while encouraging readers to participate in the process, supporting the scientific endeavor.<sup>74</sup>

In 2013 Yulia Volynets in her journal *'Intertextuality as a Tool for Expression Author's Intention in a Text'* found that the usage of intertextuality allows writers to gain readers' confidence. The purpose of the research is to do to investigate reasons motivating authors to intertextuality and subjects to conscious scrutiny techniques of intertextual representation. She got the result by analyzing some articles of New York Times, the Financial Times, and the Economist. Her study reveals that the usage of intertextuality allows writers to gain readers' confidence, interpret information both subjectively and objectively or even detach from what is said. According to the research outcomes, intertextuality does not only mean relations between texts, it also explains why authors refer to particular information, how they perceive it and how position themselves in a particular situation. Therefore the understanding of intertextuality is likely to assist people not only in reading and understanding texts but also in learning to write arguments, making use of background knowledge.<sup>75</sup>

In 2012, Jenni Kinnunen in her thesis "*I'm Indiana Jones!': Intertextuality and humor in 'How I met Your Mother'*" analyzed Intertextuality and humor in a movie. The purposes of her research is to investigate the intertextual references that occurred in the American sitcom

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<sup>74</sup> Anelise Scotti Scherer, *Explicit Intertextuality in a Science Popularization News*, Journal of Revista Ao Pe Da Letra, Volume 12 ,number 2, 2010, From [www.revistaaopedaletra.net](http://www.revistaaopedaletra.net), accessed 12<sup>th</sup> of March 2015.

<sup>75</sup> Yulia Volynets, *Intertextuality As A Tool For Expressing Author's Intentions In A Text*, 2013, from [www.inter-disciplinary.net](http://www.inter-disciplinary.net), accessed 12<sup>th</sup> of March 2015.

television series *How I Met Your Mother*, and how the used references functioned in creating the show's humor. The study shows that most of the references were allusions to movies. In addition, in general, the intertextual references were used in situations where they appeared in new, unconventional and surprising ways which resulted in potentially humorous situations.<sup>76</sup>

The newest research had been conducted by Barrie Olson Harvey. In his dissertation '*Yours, Mine, And, Ours: Confronting the Originality Burden*' he tried to confront originality burden by using intertextuality and remix. The purposes are to examine the potential of two concepts, remix and intertextuality, to help show students that writing, and language more generally, always builds on what came before, therefore reducing the possibility that any text is truly original. The result of this research shows that the results of this study suggest that many students enter the classroom with culturally engrained understandings of originality that are hard to break, even when the pedagogy is focusing on just such a task.<sup>77</sup>

The researcher has some different and similar parts to analyze. Just like the previous researches above, the researcher would analyze the same topic, that is about Intertextuality. Nevertheless, the objects and the types we analyze are different.

However, the research that the researcher conducts has some similarity with what Anni Holila Pulungan, Edi D. Subroto, Sri Samiati Tarjana and

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<sup>76</sup> Jenni Kinnunen, " 'I'm Indiana Jones': Intertextuality and humor in 'How I Met Your Mother' ", (Jyvaskyla: University of Jyvaskyla, 2012)

<sup>77</sup> Barrie Olson Harvey, *Yours, Mine, And, Ours: Confronting The Originality Burden Through Remix and Intertextuality*, (Louisville, Kentucky: University of Louisville, 2014)

Sumarlan conducted. Nonetheless, if they picked the articles from five newspapers in Indonesia, the researcher here makes it more specific by deciding 'BBC News' as the only object to analyze. On the other hand, the theory about Intertextuality we followed are different too, while they analyze transtextuality, metatextuality, and pseudo-textuality, the researcher here would analyzed three of five types of Intertextuality stated by Gerard Genette, they are intertextuality, metatextuality and paratextuality.