

**Intertextuality Study Of Students' Interpretation Toward
"A Text" In Jakarta Post Newspaper
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ABSTRACT

This research aims to investigate; (1) the different interpretation among students toward "a text" in Jakarta Post newspaper, (2) which one is dominant toward those differences. This research was conducted in English Education Study Program, Postgraduate, by choosing 6 students on English Education Study Program as the participant. This research took two texts from Jakarta Post Newspaper as the primary text, text 1 deals with 2 participants and text 2 deals with 4 participants. The design of this research used qualitative method. Data were collected through text collecting of the result of the student's interpretation via email and also direct meeting by using type of document analysis through four analysis steps which deals with order and form, meaning, rhetoric, and style. The result of the finding presents each of the student's interpretation result has significant differences. The significant difference most dominantly appear is in order and form side, as grammar, mistake in writing words, thus influenced to the meaning from a discourse that they develop in their text. Besides, the discourse that they delivered also consider the natural meaning, adapting meaning oriented only to the original text, and most of the 6 participants gave their own opinion in their interpretation toward each of original text. The last finding presents that there are some reasons causing the differences in case interpreting these two texts; (1) each of them has different knowledge background, (2) ability to see the text meaning/news broadly in some perspectives. The researcher only focus on one class which had 6 participants in which had been involved two texts. Whereas, the first text deals with 2 participants, and the other consist of 4 participant. It was done without seeing the respondent in language and gender.

Key Words :*Intertextuality, Interpretation, Text, Newspaper, Jakarta Post*

INTRODUCTION

Nowadays, language becomes the creature's tool which contributed fully in human's life. Besides, it incorporates in order to expedite their activity, to accelerate responsibilities so easily. All conscious efforts of human in the world is through out of the ways they are communicating and it is facilitated by a language. We thought that language is conventional then language is used consistently in situation, but sometimes language could change as long as the period change. Language can be up-to-date such as technology which is created by human itself. We meet even the local language in the outlying area.

Language evolves together along with human development. Human often adjusting the language with their daily activity. Remember, some linguists argue their idea about language source. Some of them said language is stereotypes, the other said language comes from the God, or it is provided from the nature. They said every naming is based on its form, sound, and some mark others. From these naming, it is arranged and used in a completely language by language user.

It makes us thinking more deeply about what we mean and how the others interpret a text. It probably brings us to some realities such as our purpose might be misunderstood by other or

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even telling lie in their interpretation in case to represent to other listener or reader. It is supported by an argument recommended by Gee (2005), that although after we *reheard or reread*, we are not necessarily agree what people said because we did not know whether people said with bad or good motives. Being able to talk with other people and interpreting what someone's mean via language is not as long as such that easy. It can be true but it can be not true, because in language, building a discourse sometimes causing mis-understanding. But that is the essential of a text and discourse.

Of course, these two terms both text and discourse are significantly similar but they have different. Text can appear in all forms and dimensions. They can be explained widely but they cannot separated from its social meaning sense. That is why Widdowson (2004, p.8) added a statement about the link between terms "discourse and text" is such as "discourse is the pragmatic process of meaning negotiation. "Text" is its product". This statement means that we cannot limit a reader to interpret a text based on his social position. In addition, in a text, what is stated in a text is what is usually inversely of the background of the text itself, and that what is drew explicit in a text is what is always backed by the implicit (Farclough, 2003, pp.16-17). This opinion brings us to the link between text to discourse analysis.

Discourse Analysis is a study about context and meaning. Everything in a brief opportunity contains meaning, as what Blommaert (as cited in Rhyme, 2008, p. 150) that the most important substance in "discourse analysis" is admitting that every speaker has meaning of what the words were said. Additionally, "Discourse interpretation is a function of text analysis" (Widdowson, 2004, p. 138). Such as the researcher's preobservation about the two students' interpretation toward a synopsis written by Heidi Pitlor entitled "The Day-light Marriage". It is definitely different between both of their interpretation in syntactical approach and establish meaning.

In related to the intertextuality, In the concept of intertextuality, different culture may give the different dis-courses in the class.

Similarly, as what Lowndes, Anthony Peter's article in his dissertation (2001), entitle *Exploring Intertextuality: A study of Teacher's Implementation of the Key Stage 1 Reading SATs*. He introduced in his study about how a teacher shared knowledge as a means of creating a link between a text of a reading book with the pupil's real life experiences (p. 156). Besides, he found that "in another occasion, the intertext used by a pupil may have been misinterpreted by a teacher" (p. 138). Moreover, the fourth semester Post Graduate Students of English Department at UNG have different background of culture, knowledge ground, etc. They have their science discipline and level of knowledge. Of course, these differences can confince everyone that, in case interpreting a text is definitely different. Besides, the differences among students' interpretations are may be showed in many effects such as a point of theory from Bloom, Christian, Otto, and Shuart-Faris (2005), that classroom language as part of the process and composition of *power relation, such as the reproduction of social, economic, racial, and gender hierarchie* (p.188).

For the reason of these dif-ferences, and the students' interpretation result in my introduction study above, it is questioning that, is the differences will be happen in the four semester Post graduate student? That is why I conducted a research entitled "Intertextuality of Students' Interpretation toward A Text in Jakarta Post Newspaper".

THEORETICAL BASES

Discourse Analysis Defenition

Van Dijk (1997) stated that dis-course is usually as a case that has *concept* which is deal with "*complex phenomena*". It consists with "cross-disciplines" that maintained the definition in the basic concept. This is called "discourse study" or called "discourse analysis". He also argued that discourse analysis was formed by some concepts such as "langu-age", "communication", "interaction", "society", and "culture".

The statement above concluded that, discourse analysis involves many aspects to be considered in its study. The dimensions such

various of languages are used, and social and cultural background are crucial points are discussed in the discipline of discourse analysis as usual. Gee (1999, pp. 21-21)) documented several important points about Discourse: 1) Discourse deals with two or more discourse. For instance, deal with “natural psychology” eventually split into phylosophy, physics, and other sciences. 2) Some discourses can held together. For instance: “after the movie *Colors* came out some years ago, mixed Latino, African-Americans, and white *gangs* emerged. Prior to that, Latinos, African-Americans, and whites and quite separate ways of being and doing gangs, as they still do in the case of segregated gangs”. 3) It is the fuzzy thing, because discourse can be change. What is state today is not the same as in the past. For instance, “modern medicine bears little resemblance to medcine before the nineteenth century, but perhaps enough to draw some important parallels, for some pur-poses, though not for others”. 4) New discourse may be alternated by the time and old ones can die. For instance, “in Palmdale, California (A desert community outside Los Angeles), and I assume other place as well, an anti-racist skinhead Discourse is dying because people, including the police, tend to confuse its members with a quite separate, but similar looking, racist Neo- Nazi skinhead Discourse . 5) Discourses are usually closed to the other discourses such relationship of involvement with the other discourses, and so people change a discourse when another one is threatened extinct. For instance, the issues of a “new male” Discourse in the 1970s (ways of doing and being “new male”) happened in response to various gender-based Discouse. (e.g. various sorts of feminism) and class-based Discourse (the baby-boom middle class was too big for all young males to say in it, so those who “made it” needed to mark their difference from those who did not), and, in turn, changed the meanings and actions of these other discourses.” 6) “Discourses need, by no means, be “grand” or large scale. I used to eat regularly as a restaurant with a long bar”. Among the customer, is consists two different discourses at contradictory ends of the bar, that is, ways of being and doing that end of the bar. One included young men and another one is women and involved many men dominated sexual jest; “the other involved older

people and lots of hard luck stories. The restaurant assigned different bartenders could fully articulate the discourse at their end of the bar and their role in it”. 7) Discourses can be linked with other discourses. For instance, many various of teenagers students with different ethnic groups that come together in one place and purpose to talk one each other. “Gee, 1996), when they cannot safely go into each other’s neighborhoods and when they each have their own neighborhood peer-based Disc-ourses. The bor-derland disc-ourse is quite mani-festly a mixture of the various neighborhood peer Disc-ourses, with some emergent properties of its own.” 8) Discourses are not limited and countless, both because of additional ones, even it is really old one, usually occur unguessable and because the principles of the discourses are can be objected.

During understanding the Dis-course analysis, Van Dijk (1997, pp. 6-13) provided “Discourse as verbal structure” into: *Sound, Sight and Body, Order and Form, Meaning, Style, Rhetoric, Sche-mata*.

The Concept of Intertextuality

Intertextuality is such as using certain words to interpret a source text both spoken or written text in other form. It is needed compe-tence. Gee (1999, p. 46) maintained that intertextuality is a text spoken or written in one type of language (“social language”) which reached several changes or alterations by using “(*borrowing*)” *words* from another text or written in the same or the different type.

In other definition, Fairclough (cited in Gee, 2005) that that “intertex-tuality basically the property texts have of being full of snatches of other texts, which maybe explicitly demarcated or merged in, and which the text may assimilate, contradict, ironically echo, and so forth (p. 47). For instance, an example delivered by Gee (2005, p. 47) about the “ a text of public policy document” that the writer has discussed before in her cases study, such as a sentence “numerous validated scholarly studies” and the incorporation of words from this text/ context without quotes will leave the impression that there are not other types of linguistic research relevant to the matter at hand.

RESEARCH METHODOLOGY

This research is designed in descriptive qualitative approach where this refers to how a problem was answered in one exact description. According to Creswell (2009), qualitative procedures demonstrate different approach to scientific inquiry than quantitative research method. Its inquiry occupies different assumption philosophically such as: *strategies of inquiry; methods of data collection, analysis, and interpretation* (p.175). Yet, according to Gibson and Brown (2009, p. 5.), description involves adapting certain theme and narrating it with the real situation but the genuine data is the primary. This research used respondents to obtain data. The participants are the fourth semester post graduate students at Gorontalo State University (UNG) which consist of 6 participants. 2 participants in text 1 and 4 participant in text 2. The reason I chose the fourth semester post graduate students, because I believed that the fourth semester post graduate students have high level of interpretation, and because they have the understanding of a meaning from a certain text. The most important in the election of participant requirement is they have been graduated on semantics subject. The texts were selected from "Jakarta Post". The reason I chose Jakarta Post newspaper as the instrument in this research is, because I believed that a news from newspaper, especially an additional news has bunch of issues and contradictions from people who read it, because the influence of the current news can establish the students to think more broadly by considering everything such as social, culture, ideology shaped, and is so helpful for the writer to see the students' different interpretations. I would analyzed and describing of what the student already been interpreted "a text" from Jakarta Post newspaper. It would be studied through the students outcomes. This technique involved the textual analysis which deals with the involvement of text in meaning. According to Fairclough (2004, p. 15), textual analysis is one of the social research approach in combining with the other method to develop analysis process in finding the meaning. Additionally, the data analyzed by following the four features which recommended by Van Dijk (1997) namely; order and form, meaning, rhetoric, and style.

RESEARCH FINDINGS AND DISCUSSION

Findings

Text 1

Student 1

Based on the result of the students' interpretation toward text 1, it is founded that;

According to the student 1 interpretation, and in semantics side, the writer found that this student 1 tried to see the overall of onto the meaning side. She took her own understanding and also considering her result of reading the original text. She braves to said what was not written in its original text. Here is the student 1's sentence "but I prefer to say that the article was launched only for the purpose of describing that actually the case was settled. I also prefer to agree that the article was trying to say that the police (from the sequence of the cause revealed) was still looking for another prove to strengthen that Agustinus was the only suspect in murder case. But not with Margriet".

This student's way to delivered her opinion toward this case in this original text is she properly seeing every aspect that made her has a bravery to conclude her opinion.

The word and sentence order of the student 1 is very represented a different opinion and interpretation. If in this part of point is about how the syntax get attention to the formal grammar of each sentence as what was stated by Van Dijk (1997, pp. 6-13) as the writer has notice in her chapter 1 previously, then the writer of this research doesn't find anything that fuzzy in this student 1 in writing her result of interpretation.

Student 2

The writer found that the student 2 (HT) was like only represented the main point of this case of Angeline murdered. The original text that was divided to be interpreted was only a guideline text for this student to create his discourse by his own words and opinion.

The main point that was made and classified by the student 2 is the stylistic of the student 2 in case performing a different interpretation of this student. He showed us directly that he was reporting the main point. For instance, "Engeline

was found dead and buried in the backyard of Margriet's house", then followed by the next sentence in a new paragraph, "the case was unraveled by the police because, the first, Margriet, Engeline adoptive mother, reported the girl (Engeline) missing. Then, Engeline family created a facebook fanpage, entitled "Find Angeline Balis's Missing Child.

Text 2

According to the interpretation of Participant 3 toward this "text 2", and after the writer analyzed based on the information from the original text showed that, the information by the student 3 tried to give in her text is not clear in a whole. For the fact, the writer brings you to see her paragraph;

"The Indonesian government does not only strengthen its security and beef up its sea and air defenses on the border with Malaysia, but also first, the Indonesian president and the prime minister of Malaysia must meet and discussed this issue. Next, both the president of Indonesia and the Malaysia 'prime minister should state a law with its sanctions that they have to do it abediently. Finally, both Indonesia and Malaysia have to publicize the law to their countries."

The next text comes from result of interpretation of text 2 by student 4. After analyzing her text, the writer found that student 4 has underst-antable writing in meaning side. It is exactly what the student 4 tried to confirm in her text toward text 2 entitled "Indonesia to Protest Frequent Violations by Malaysians." However, the student 4 does not give a clear information about her paragraph two such as "I suggest that Malaysian worships should get a letter as a recommendation to cross into Indonesian territorial water." If she means that was an advice, then she should made her sentence or that meaning refers to the Indonesia goverment. Because, when she was just mentioned "Malaysian worships" means that she just wishing nothing without mentioned who is the recommen-dation publisher.

An interesting finding in this student 5's result of interpretation toward the innate text of "Indonesia to Protest Frequent Border Violations by Malaysians". She wrote her inter-pretation

refers to the conflict between two countries (Indonesia and Malaysian).

Furthermore, the writer found that the student 5 tried to state her mean that conflict which is happened in this two countries was triggered by Malaysian action. This is showed by her sentence "the conflict triggered by border area. Malaysia often break the border of air place, sea and land.

Student 5 in interpreting a text which have been informed by Tedjo Edhy Purdjianto in the original text of "Malaysian worship had often crossed the border into Indonesian territorial waters in the Nunukan regency." Yet, this quotation which reinformed by stdents 5 is different. She tried to interpreted that what was stated by Tedjo Edhy Pudjianto is there was a conflict of a crime action did by Malaysian toward Indonesia territorial water. This is proved by her sentence "Tedjo Purdjianto as a coordinating minister of political affairs, security and law stated that malaysia warship often break the Indonesian territorial waters in the Nunukan agency."

In the very end of the student 5's word in her sentence, she might be a little bit confuse to wrote "agency" as the writer has underlined above. But, in the semantics approach, in the whole meaning, it is unders-tandtable that the student 5 dis-posed to have interpreted this original text into a text which tells about disagreement between Malaysia and Indonesia.

In conclusion of her interpretation that, the student 5 tried to perform differently in her interpretation writing with the innate text. As a writer in this research, she thought that, the student 5 in her text tried to take her position in writing what she wants to interpret as her style and showing us the way she explained her understanding toward a text she already been read.

It is so different with the three students the writer has described before that this student 6 has a very crucial interpretation. In sem-antics side, this student 6 showed a whole clear meaning. She disposed telling once in all bodies of the original text, it seems like she red first about all the content of the innate text and then she interpreted totality.

Discussions

The Diversity of Students' Inter-pretation

Student 1

Order and Form; The word order that this student used in her interpretation such "suspect" be-coming her word choice in order to emphasize the defendant in the Engeline's case. *Meaning:* According to the student 1 inter-pretation, and in meaning side, the writer found that this student 1 tried to see the overall onto the meaning side. She took her own under-standing and also considering her result of reading the original text. She braves to said what was not written in its original text. Here is the student 1's paragraph; "but I prefer to say that the article was launched only for the purpose of describing that actually the case was settled. I also prefer to agree that the article was trying to say that the police (from the sequence of the cause revealed) was still looking for another prove to strenghten that Agustinus was the only suspect in murder case. But not with Margriet".

The writer seen that the student 1 was not only oriented on the original text only and what the original text that its author tried to expressed about the case, but also she created her own interpretation for describing her understanding by concerning the social condition that might she heard or red on another source in order to enhanced her interpretation to be different from the innate text. For example, her phrase order in the early words in starting paragraph such as "**I prefer to**" and this is she repeated twice in the same paragraph at the different sentence. This explained that she was also could see from the news' aspect itself with its perspective, thus, she could pour her ideology which has shaped from the original text. *Rhetoric;* It is found that the term of "*I prefer to...*" that is repeated twice in in the same paragraph at the different sentence showed that it is an interest discourse that involved in this section. *Style:* Student 1 calmly said that this original text aims to frighten and restrict the people's comment about who is the murderer of Engeline. It is proven by the sentence in paragraph 2; "As the article proposed to probably for the purpose of chilling the society comment who always commenting and debating whether who is actually the murderer of Engeline.

Student 2

Order and Form; - This student chose the word that he thought is better to put in his interpretation such as in term of "accused". So, it does not signalized that he was pasting the original text that have been written. - The further word was not spelling well in writing a complete word such as "abondone" that should being "abandon" or "abandoned". Fortunately, it could be understood in context side when we read his text. *Meaning;* This student made the conclusions through main theme he built to introduce to her reader that that was the case happening. *Rhetoric;* In other case, what is happened in the student 2 that the writer found was like only represented the main point of this case of Engeline murdered. It was so persuasive of discourse that he tried to establish. The original text that was devided to be interpreted was only a guideline text for this student to created his discourse by his own words and opinion. *Style;* - Another case, the main point that was made and classified by the student 2 is the stylistic of the student 2 in case performing a different interpretation of this student. He showed us directly that he was reporting the main point. For instance, "Engeline was found dead and burried in the backyard of Margriet's house", then followed by the next sentence in a new paragraph, "the case was unraveled by the police because, the first, Margriet, Engenline adoptive mother, reported the girl (Engeline) missing. Then, Engeline family created a facebook fanpage, entitled "Find Angeline- Balis's Missing Child. - He asserted that Margriet involved in the Engeline murder

Prior to that, in the related on a theory such intrduced by Rymes. According to Rymes (2008, p. 14), the classroom is the crucial and very real context for the discourse we always facing. Yet, the class-room discourse analysis' context also having large scale to the out of classroom, and significantly different portion/part of classroom act, to involve an interpretation is in-fluenced by a context in class-room.

Van Dijk (2005) summarized some points to highlight in case to see the discourse analysis. Those are what he called '*discourse as social practice of members*' and '*meaning and*

function'. Discourse as social practice of members point to looking at the not merely an individually but also to the various of groups, and the background of organization or culture. A part of that, He introduced one more principle namely 'Meaning and Function' is contained with three main points; 'What does this (she) mean here?', and 'How is this make sense to the previous contexts are told?' and about the motive of what someone said 'why is this being said in that context?' (pp. 30-31). On the study of some students' text above, it links to Fairclough, 1992b (as cited in Lowndes, 2001, p. 9) that "intertextuality transforms rather than merely reproduced the original text as they are placed into different contexts, which may result in different interpretation".

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