CHAPTER I

INTRODUCTION

1.1. Background of the Study

Intertextuality, the idea that texts are made of other texts, has been a commonplace since Kristeva (e.g., 1980) and Bakhtin (1986). We only know what to say and how to say it because we have heard or read what others have said or written. But intertextuality comes in many different forms and different discourse communities use it for different functions (Scollon 2004). The term intertextuality has an extensive meaning and use. It is closely related to the term text itself. When the term text is understood in general semiotics, it may refer both linguistic and non-linguistic text. However, this study is focused on linguistic text and what is meant by intertextuality should be understood from the beginning as linguistic intertextuality then. The study itself is focused on investigating its types, functions, and discursive practice.

The term intertextuality was first coined by Julia Kristeva in 1967. The idea of intertextuality itself rooted in Bakhtin's works in Russian which had not been widely accessed until Kristeva discussed them in her doctoral thesis in 1966 (Graham, 2000). Intertextuality study originates in literary theory. It discusses how a literary work is related to prior literary works. Although intertextuality study originally appears in literary theory, this study has been applied in other disciplines such as discourse analysis, media studies, and social studies (Costello, 2007; Goellner, 2004; Agger, 1999; Mitra, 1999).

Despite the growing interest in intertextuality study in text, it still remains an area of study which is least paid attention in Indonesia. The most basic notion of intertextuality is that texts do not appear in isolation, but surely in relation to other texts (Fairclough, 2003). What is mean by the term "text" in this study is restrictedly defined as a linguistic text which bears a certain social interactional function. Indeed, texts comprising large body of paragraphs, such as opinion articles on newspapers, reveal explicitly its relation to other texts. They use recources provided by the prior text in their own text. Therefore, these texts are not more than an assemblage of the writer's own text and other writers' texts incorporated in his/her text.

Intertextuality is not a matter of decorating a text with other texts and its application in a text does not bear any underlying meaning. It is not used by a writer only to illuminate his/her text without bearing a certain meaning. The use of intertextuality does have its meaning in the text though the meaning itself is not consciously construed by the writer. Even the reason stating that intertextuality is there because it is common practice of a certain text indicates that there exists the meaning. The meaning being displayed that is as a common practice. Therefore, the meaning that emerges from the use of intertextuality in a text should be perceived differently from the lexical meaning of words. The social meaning of intertextuality is construed in relation to a certain social practice to which a particular sort of text adhered. Based on the theory and previous study above, theoretically and practically, every advertisement basically use other literature to an advertisements success in attracting public attention.

The preliminary data in this study are brochure advertisements of education. Based on researcher's first collected and observed data, the data showed that the most literary resouces have been there in advertisements. For example, the phrase.

The phrase indicates that reference technique which was found in education brochure tended to commercialism.The preliminary data are, literature reference to gain target audience interest as the basic and mostly used context relevant literatures. Pulungan (2010), Intertextuality in Indonesian newspaper opinion articles on education : its types, functions, and discurtive practice. This research deals with intertextuality in opinion articles on education. Its objectives are to discover types and functions of intertextuality in the articles and to reveal its social practice. The result of the research reveal there are three major types and two major functions of intertextuality in the articles. The type dominantly applied is indirect quotation and the function dominantly applied is to provide things in detail. 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. This study shows briefly three major types of intertextuality which possibly

emerge in indonesian texts. Those are transtextuality, metatextuality, and Quasitextuality. Transtextuality is dominantly used in the articles. Out of six sub-types of transtextuality, Indirect Quotation is the dominant one. The social practice underlying the discursive practice of intertextuality in the articlrs is putting an academic sense in newspaper article. Therefore, though the articles in sphere and not in an academic setting, the articles holds an academic feature which makes it sound authoritative discussion.

In Pecorari and Shaw (2012) we sketched a typology of intertextuality for applied language studies, based on the idea of identifiable similiraty across texts rather than polyphony within a text. It is based on the three primary criteria which emerged in interviews with experienced academic writers about the intertextual relationships they identify in student writing. These are the retrievability of a particular target text, conformity to community norms in respect of modification and marking, and writer intention.

Understanding these categories requires an understanding of the demands and expectations of the community in question, so that these conventions become a case in point for the sort of awarness of textual features required of an LSP professional. This is all the more necessary because conventions very across domains. Using Fairclough's categories, Scollon (2004) compares discourse representation, more or less what we call conventional intertextuality, in academic writing, newspaper reports, and advertisements.

1.2. The Problems of the Study

In relation to the background of the study, the problems are formulated as the following.

1. What are types of intertextuality text of education advertisement in brochure?

2. How are intertextuality texts of education advertisement realized in brochure?

3. Why are the intertextuality texts realized in the ways they are?

1.3. The Objectives of the Study

In relation to the problems of the study, the objectives of this research is to

1. To investigate types of Education Advertisement in Brochure.

2. To elaborate the realization of intertextuality Education Advertisement in Brochure.

3. To explain the reason of intertextuality Education Advertisement in Brochure.

1.4. The Scope of the Study

This researchentitled "Intertextuality of Education Advertisement in Brochure". The object of the study is the sentences that have intertextuality in education brochure. The design of the study is qualitative research; this study deals with intertextual analysis. The scope of the research is focused of brochure Education Advertisement in University.

1.5. The Significant of the Study

Findings of the study are expected to be relevant theoretically and practically, where they are expected to enrich the theories of linguistics especially about intertextuality, specifically in the literary work or the text in Brochure.

1) Theoretically, the readers can enlarge their knowledge on theories of intertextual in the text.

2) Practically

a. As a reference for the university students who are interested in investigating intertextual in other field.

b. The readers, especially for the students of English Department, the results of the study can be purposed to introduce them which referred to intertextual in the text.

c. Other researchers to conduct other research on the basis SFL (Systemic Functional Linguistics) in which the finding can give surprising progress in linguistic field.