

**English Lecturers' Thematic Intertextuality in Communicating Learning Tasks to Minangkabaunese Students**

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**ABSTRACT**

This study investigated thematic intertextuality used by lecturers in communicating learning task to Minangkabaunese students. It answered the questions about the types and its semantic relation to the text in which the intertextuality was used. The research method is qualitative research with content analysis. Participants included 6 lecturers who taught at English Department of Teachers College called STKIP PGRI in West Sumatera, Indonesia. The data were collected by recording their classroom discourse during the learning task. Finally, the data were analyzed by using (Mayring, 2014, p. 28), namely by transcribing the text into qualitative content analysis, categorizing the intertextuality deductively after describing the semantic similarities between the text and another text within a discourse. Having analyzed the data, the researchers found ten types of intertextuality made by the lecturers when communicating learning tasks to Minangkabaunese students. The intertextuality includes indirect reference, example, quotation, repetition, allusion, illustration, retelling, parody, translation, and conclusion. In addition, all types of intertextuality have semantic relation, except indirect reference. Based on the findings, conclusions can be drawn that the selection of intertextuality depends much on the lecturer's prior knowledge, experience, and their habit in communication; some types of intertextuality are functional and some others are dysfunctional in making the students understand and interested in the tasks.

*Keywords:* Thematic, Intertextuality, Communicating, Task, Minangkabaunese

**Introduction**

Classroom activity at university level tends to be dominated by the students as the ones who will acquire the language. However, before doing the activities, certainly the students are guided by the lecturers. For example, when the lecturer wants to make the students do a kind of learning task, he should communicate it clearly to the students so that they can understand what the lecturer expects them to do.

The clarity and completeness of information in a discourse used in communicating learning task can influence the students' understanding and interest in doing the task. Lecturer, therefore, needs to create the classroom situation in which the students can be encouraged to do such learning task. However, for some reasons, the lecturer found difficulties to make students do their learning task ideally. They sometimes did it just for the sake of submission of the task. In addition, they did not care whether the task was correct or not.

Language and culture have relationship in making meaning. In preliminary research done at some colleges in West Sumatera, various ways used by lecturers in explaining

learning task were found. Some lecturers came to the point and asked the students to learn. But some others provided the students with some guides to make the task clearer for them. It was also found that other texts such as an example and quotation were added to make the text clearer.

Moreover, as Minangkabau people have a philosophy "*Alam takambang jadi guru*" (Learning by nature) (Nasroen, 1957, p. 35), everything in their environment is useful to learn, for example, the real object, real situation, experiences, and etc. Nature becomes more useful for teachers or lecturers in communicating learning task to make the students understand easily. In other words, the text explaining the task can be followed by another text to explore the task, for example, by giving example.

One of the phenomena mentioned above which can be contributed to make meaning understandable is about the use of other text (s). (Lemke, 1992, p. 259) reveals that the relationship between the text and another text within the text can be studied from four ways which are called co-thematic texts (thematic intertextuality), coorientational texts, coactional Texts, and cogenerated text.

The first one is thematic intertextuality. It construes between texts on the grounds of being the same topic corresponding to semantic similarities in the use of ideational-experiential resources. Another pattern of intertextuality is based on the linking texts that have the same points of view towards audience or content (co-orientational texts), for example, ironies. Texts corresponding different elements within the same organizational structure of actions in general, and of text-genre writing practices are regarded as action patterns. The salutation and the closing of a business letter regarded as elements of a genre are coactional. The next category of intertextuality is based on the same genre structure as lab report.

However, this paper is only focused on thematic intertextuality. It is to answer the question about what types of intertextuality the lecturers used, viewed from its semantic relation with the text in which it is used. It is expected to have contribution to teachers and lecturers in organizing their texts when communicating learning task. As the effect, the students' perception of learning task as the burden can change to something needed as the process of their learning.

### **Intertextuality and Learning Task**

#### **Nature of Intertextuality**

In speaking or writing, the use of intertextuality is not avoided since the material the speaker or writer uses in his or her discourse must be based on his prior knowledge of the topic discussed. A speaker or writer may not talk or write about a topic if he or she does not have any knowledge about the topic. By exploring and elaborating the topic using another text taken from what he has read or listened for example, he can convince the reader. In other words, intertextuality can be used to support the text that is delivered by the speaker or the writer.

(Fairclough, 2006, p. 102-3) reported Kristeva's observation that intertextuality implied the insertion of history into a text and of the text into the history. Moreover, he emphasized the relationship between intertextuality and hegemony. The concept of intertextuality points to the productivity of texts and to how texts can transform prior texts and restructure existing conventions (genre, discourse) to generate the new ones, but the productivity is socially limited and constrained, and conditional upon relations of power. Therefore, the theory of intertextuality cannot itself account for social limitations, so it needs to be combined with a theory of power relations and how they shape and are shaped by social structures and practices. However, since this paper is just focused on types of

intertextuality used by the lecturer in communicating learning task, the writer does not relate it to the theory of power.

On the other hand, (Rockwell, 2006, p. 402) reviewed Bakhtinian perspective on Language, Literacy and Learning. He also reviewed Bazerman who states his agreement of intertextuality as a key to academic writing. He is aware of the need to identify the intertextual resources and strategies used in the production of texts within particular rhetorical traditions. Rather than prescribing particular schemas and skills, he proposes increasing knowledge of the intertextual worlds that writers can draw on to produce powerful texts. In the same way with speaking, increasing knowledge of intertextuality is also important in spoken text as used in communicating learning task to make the text powerful. As the effect, the students can understand and become interested in doing the tasks.

To understand the concept of intertextuality, some definitions of intertextuality proposed by several experts are discussed. Intertextuality is something that teacher and students take for granted so much that they may not even realize that they are doing so (see Bloom et al 40). It has been constructed and must have been proposed, acknowledged, recognized, and have social consequence. (Gasparov, 2010, p. 3-4) suggests that the prevalent mode of speaker's linguistic activity can be called intertextual, meaning that speakers always build something new by infusing it with their recollection of textual fragments from previous instances of speech. In addition, all cognitive operations with language are intertextual in nature.

(Baker & Ellece, 2011, p. 64) define intertextuality It is the way that texts refer to or incorporate aspects of other texts within them, which cannot be separated from the main text. It can be characterized through incorporating aspects of texts and other texts within them. Thus, to make the students understand the lecturer's discourse in communicating learning task, the lecturer must use intertextuality. If the intertextuality is sufficient and clear, the students may understand the information about learning task so that they will do it as the lecturer wants.

After reviewing Berkenkotter & Huckin, (1993); Goodwin & Duranti, (1992); Smart, (2006), Warren (2013, pp. 308-310) argues that genres are interconnected in wider systems of activity. It is not simply a link between texts, but a phenomenon that helps shape other texts. As genres combine to achieve different goals, they contribute to the development of new genres as they are re-contextualized. Thus the generic, linguistic and rhetorical choices that a writer makes will be influenced by the texts that precede or surround the text (intertextuality) under construction. Moreover, in pointing out these intertextual links to the learner, they produce texts as responses to previous and current situations.

(Baker & Ellece, 2011, p. 64) mention some kinds of intertextuality, for example, parodies, retelling, sampling, direct reference or quotation, and allusion. Meanwhile, (Warren, 2013, p. 14) categorizes four major types of intertextuality. They are: 1) a part of a text which explicitly refers (i.e. signals) to prior and/or predicted texts; 2) a part of a text which implicitly refers (i.e. signals) to prior and/or predicted texts; and 3) text(s) which is/are embedded in a text by means of paraphrase, summary, and so forth; and 4) Text(s) which is/are embedded in a text by means of a direct quote (i.e. cut and pasted directly) from (an)other text(s).

In our daily life, it is true that everything added to another thing is not always useful. Sometimes, the thing added makes something blurred or it has bad impact on the listener or reader. Intertextuality in real human lives sometimes makes someone angry to the speaker. In the same way, intertextuality used by a lecturer is not always useful to make the students understand and interested in doing the task. If the intertextuality is not

relevant to the main text or too long, the students may lose the idea. In addition, intertextuality used by the lecturer that underestimates the students can hurt their feeling. As the effect, they will not be interested in doing the task. Such intertextuality has been studied by Nevins whose research is entitled as "intertextuality and misunderstanding." Therefore, a lecturer must consider and select which intertextuality can help the students understand learning task and make them interested in doing it.

### **Learning Tasks and Intertextuality**

Learning tasks is the process of acquiring knowledge that must be followed by the students. (Pritchard, 2008, p. 8) supposes that learning has been characterized by the acquisition of knowledge; the knowledge gained through study, teaching instruction, and experience; the process in which behavior is changed, shaped, and controlled, the change as the result of experience or practice, and individual process of constructing and understanding based on experience from various sources. Thus, based on the characteristics the definition of learning becomes clearer that it is the process of acquiring knowledge, skills through study, teaching instruction, or experience so that the behavior is changed, shaped, and controlled after having experience or practice and the process of constructing understanding from some sources. Therefore, learning task is the activity which the students do in their effort to acquire the knowledge.

Doing learning task is like eating some foods that the students always need to do during the process of learning and it is the way to make the students learn something. They will have poor knowledge and skill if they do not do the task. Unfortunately, most students were not aware of the importance of having tasks in developing their language skill. Some of them avoided the situation by choosing the class with fewer tasks. In addition, if they did the tasks, they did not do them seriously. As the effect, their performance on tasks frequently was not as required.

Regarding to the students' performance on tasks, the writer quotes (Vollmeyer & Rheinberg, 2006, p. 241) who postulated four important factors of initial motivation: (1) probability of success; (2) anxiety; (3) interest; and (4) challenge. They state that learners implicitly calculate the probability of success in that they take into account their ability and the perceived difficulty of the tasks which is more precisely specified as learners' belief that they can succeed in the task. The second factor is anxiety, which can be partly interpreted as fear of failure in a specific situation. The anxiety can be high for learners who are in a social situation in which they do not want to fail. The third factor is interest. If learners are interested, they have positive effects and positive evaluations regarding to the topic. The last factor is challenge which assesses whether learners accept the situation as an achievement situation in which they want to have success.

Based on the factors mentioned above, the use of intertextuality is aimed to make the students feel probable to gain success. They find the task clearer after listening or watching intertextuality used by the lecturer in communicating learning task so that they have expectation that they can do it. In addition, explaining the task by using more examples can make the students anxious to do the task. Moreover, their anxiety will affect their desire to finish the task. The students' interest may arise from the use of intertextuality. The use of intertextuality must also challenge the students to do the task. Whenever the intertextuality used in communicating learning task meets such above functions, it will be effective, but not vice versa.

To make the students do and interested in doing the task, the lecturer needs to consider the students' level of knowledge. (Vollmeyer & Rheinberg, 2006, p. 242) reveal that the students in a class have different level of competence. Not all of the students are high competence, but some are middle or low, so the teacher or lecturer should facilitate

the students in understanding the task through intertextuality. The lecturers' capability of choosing and using intertextuality can make learning tasks clearer and more interesting for the students. Thus, the lecturer must consider anything that can motivate the students to do learning task.

The philosophy of learning, constructivism, suggests that learning takes place when new information is built into and added onto an individual's current structure of knowledge, such as understanding and skills. The process of adding data to a schema is called accommodation process. One branch of constructivist learning theory is known as social constructivism which stresses on the importance of dialogue and of social interaction in the process of learning. For example, a deep understanding can be gained after discussion. Next learning is a situated process meaning that leaning takes place in a context. Learning which is set outside the experience of the learner's experience is likely to be less effective than if it is set in a context which is familiar to the learner. Finally, learning is a metacognitive process which is concerned with thinking about thinking. When one becomes aware of what he/she thinks and the patterns of thought, she or he has metacognitive (the knowledge an individual has about his own cognition used to consider and to construct his cognitive process (see Pritchard, 2008, pp. 9-14).

Even though most lecturers know which intertextuality is not useful for making the students interested in doing the task, sometimes they do not realize that they have used it. What they mean in their intertextuality sometimes cannot be accepted by the students as it is. For example, the text used as intertextuality is too long so that it attracts the students' attention and as the effect, they lose the main text; they do not catch what to do with the text. Humorous intertextuality for example, can make the students forget the main text if it becomes dominantly used in classroom interaction. They are impressed by the intertextuality but forget the real purpose of information uttered through intertextuality. As studied by Nevins, intertextuality can lead the students to misunderstanding (Nevins, 2010, p. 1).

When the students cannot understand or do not do the task perfectly, they sometimes blame them. They do not know that their utterances have made the gap between them. As the result, whatever the lecturer expects through the discourse cannot be comprehended as it is.

### **Methods of Research**

The research method is qualitative research with the content analysis. The research participants included 6 lecturers who taught Paper/Thesis Writing, Translation, Classroom Management, Research in Language Teaching, and Speech at English Department, Teachers College called STKIP PGRI in West Sumatera Indonesia. The subjects were selected since they were handled with full of tasks. Only one of the lecturers taught two subjects. The others only taught one subject for getting the data. In addition, the data of two subjects, research and classroom management were found from two lecturers for each. The other participants were 12 students who studied with the lecturers. They were the students who were selected purposively based on the fact that they provided the data for this research.

The data were collected by recording the classroom discourse used by the lecturers when communicating learning task. Furthermore, they were analyzed by using hermeneutical analysis as proposed by (Mayring, 2014, p. 28). The texts were firstly transcribed and analyzed by qualitative content analysis. She categorized the texts inductively based on the characteristics of the intertextuality embedded in the text and interpreted them..

### Analysis and Discussion

After doing deductive analysis to some collected data, the researchers found ten types of intertextuality viewed from the semantic similarities in the use of ideational resources between the text and the intertextuality. Each is analyzed clearly and interchangeably below.

#### Indirect Reference

The following text was uttered as the lecturer instructed the students who were responsible to present the topic about the innovation of KTSP. She used intertextuality when asking the students to do a task, "...you try to explain the movement from KTSP 2006 to curriculum 2013 ..." She expanded her utterance by using another text which has semantically corresponding to her main text "*Jadi di sini nanti dipaparkan oleh presenter dan tentu saja saya akan paparkan juga ....*" (script 1)

The main text was addressed to the students who were responsible to present the topic to explain the curriculum change. Then, the lecturer changed the addressees to other students in the class and told that they would expose the change. The first and the second text though they are different, they are semantically similar in the use of the ideational resource. Both texts have the same idea, namely watching the difference between KTSP and the curriculum 2013. However, the differences are found in the addressees of the text, the form of the utterance in which the lecturer just stated her text, and the code. In other words, she addressed the main text to the presenters by using English, but when she addressed the intertextuality to the other students, she used Indonesian. In addition, the text was delivered in English, while intertextuality was uttered in Indonesian. From the code and the form of utterances used, it can be argued that the intertextuality was uttered in case of making indirect reference of what was explained before. Meanwhile, semantically the main text and intertextuality do not have relation, even though the word "*jadi*" is usually used in explaining the end or the result of a decision. However, since the main text is addressed to the presenters and the intertextuality is addressed to other students, they have inconsistency in meaning; talking to presenters in the text, but talking to other students in intertextuality.

#### Example

The following text was about the lecturer's instruction to the students to add their opinion in discussion. The instruction was followed by a question about the reason of their opinion. To make the instruction clearer, she added it with example, by using the word, "*misalnya....*" The context in which the text occurred can be seen below.

Because as university students, you must add your opinion, *anda harus menyatakan pendapat anda, apa yang membuat anda, misalnya saya setuju lo Mis. Bagus. Kenapa Bagus kurikulum 2013?* Are you ready presenter? (script2)

The utterance, "*Misalnya, saya setuju lo Mis. Bagus*" was used to explain how to give opinion. However, she used introduction of an example, not a complete example which was then, followed by a question of what example should be added to the text. Moreover, through the question, it is clear that the example of giving opinion is by finding the reason of their opinion. Therefore, the main text has semantic similarities in the use of experiential resources. The example of how to give opinion is an experiential resource which can be useful for the students to see the model. The relationship is that the text is the command to do an action, followed by an example of the action in intertextuality. In

other words, the text and intertextuality have close relationship. The text containing a command is explained by an example. As the effect, the command become clearer for the students to do since it is followed by an example.

### Quotation

In general meaning, the term “quotation” is usually used when someone took another’s idea and used it in her text which can occur both in written or spoken text. Different from the general term above, quotation found in this research is the previous text quoted by the lecturer when she produced a new text. The text quoted is the text she used before which can be seen through the data below.

You made the paper as I instructed. OK, because last week, **I instructed to put the signature and then, to write the name, write your members, and you differentiate the font.** OK, you did great job. You get the point? (Script 3)

The lecturer mentioned the main text, “You made the paper as I instructed.” The main text contains the lecturer’s judgment on the students’ task. She used another text which was used before that is printed bold in the above script. The word “instructed” is detailed with the content of instruction. It is certain that the main text and the intertextuality semantically have similar relation. It is to remind the students of the instruction so that they know their weakness. It is to link the previous information and the new one. The quotation is indirect quotation.

Another form of quotation is direct quotation taken from the students’ utterance. It was used before answering a question which was addressed to the lecturer, but it was not directly answered, because the lecturer was on the process of explaining the topic. After explaining the topic, he answered the question beginning from a quotation of the question that can be seen if the following script.

You have a question about that, it’s my question Ita (not the real name). Now, **if we did not study the level like this, can we move to the next level?** Well, the answer, logically, you cannot. You have to comprehend and understand each level (script 4)

The main text in the above script is “You have to comprehend and understand each level.” But, before telling the answer, the lecturer quoted directly the question given by the student as intertextuality to remind her of the question and to link the relation between the answer and the previous question. Semantically, the text as the answer and the intertextuality as the question have a close relationship.

### Repetition

Since quotation and repetition have related meaning, namely repeating the words mentioned before. In this part, the researcher tries to show their difference. The word “quotation” is used in the utterance preceded by a reported speech. In addition, the word quoted had been mentioned before in another text. It was used again in the new text as intertextuality. On the other hand, the word “repetition” is used when the utterance is not preceded by a reported speech and presented in the same text. The following excerpts are examples of repetitions.

Let's see. We are talking about classroom management strategies, ya, **classroom management strategies**. How to differentiate between **classroom management strategies** and management strategies, **classroom management**? *Silakan utarakan saja dulu apa yang kamu temukan. Sampaikan saja dulu. Salah pun tidak masalah....* We are talking about **classroom management strategies**, ya, **classroom management strategies** (Script 5)

The main text is "We are talking about classroom management strategies." The lecturer just repeated the words functioning as the topic of the text, "**classroom management strategies**." In thematic intertextuality above, the words repeated functions as intertextuality was taken from the lecturer's text. On the other hand, repetition can be also taken from the student's text as the following example.

L: *What is your topic?*  
 S: *Students' Behavior during Group Discussion*  
 L: (while writing on board) **Students' Behavior during Group Discussion**. *Now, how to write background of the problem if the topic is **students' behavior during group discussion**? Could you tell why you choose the topic?* (Script 6)

The words "**Students' Behavior during Group Discussion**" were mentioned by one of the students. The student's answer was used as the topic of discussion. The text in the above script was uttered by a student. The lecturer mentioned the same text again before discussing it as the intertextuality. The text mentioned by the student and the intertextuality used by the lecturer are really the same. Therefore, it can be argued that they have semantically similar.

Repeating the sentence previously mentioned either by the lecturer or by the student in discussion is very important to topicalize the data unless the students get nothing in discussion. It avoids them from becoming confused with what the lecturer is discussing. Repeating the text previously mentioned, the lecturer can bring the students' mind to the topic currently discussed. The students may put their thought to the current topic so that they can be engaged in discussing about the topic which finally leads them to deep comprehending of the message.

### Allusion

Allusion contains the words which have similar meaning with the main words. It is the reason why it is categorized into intertextuality. It can be used to convince the students with the lecturer's answer. In addition, it can make the idea stated in the words easy to understand.

*Now, if we did not study the level like this, Can we move to the next level? Well, the answer, logically, you cannot. You have to comprehend and understand each level. **It's like stepping on stairs. You cannot fly, right?*** (Script 7)

The text found in the above script is "You have to comprehend and understand each level." The text is compared with the impossible reality so that the students cannot debate the answer. The bold words above function as intertextuality added by the lecturer to convince the students. Even though the words are different in forms, since they used different words and speech acts; the text was uttered in the form of command, but the



intertextuality was produced by using a statement. Both the text and the intertextuality have similar meaning.

Minangkabau people generally love proverb called "*petatah-petitih*." Even though lately young generation cannot make it, when they listen to the proverb, they mostly like it. The tendency to use proverb in opening and closing a speech currently occurs in formal meeting and most people enjoy it. Rather saying no or never in answering a question, using allusion is much more comprehensible and enjoyable. The students directly know the reason since the allusion contains the reason of the answer. Therefore, the relation between the text and intertextuality of allusion is quite strong.

### Illustration

Situational learning strategy by taking an example through real situation is enjoyable as well as unforgettable. If a lecturer just conveys a concept in learning process, it is much more boring because it is abstract. Thus, using illustration is one of the alternatives she can use to minimize the situation. The following discourse shows the usage of illustration in communicating learning task.

Management strategies...classroom management strategies, *kalau misalnya tadi Meta keluar aja, dia masuk lagi apa yang akan saya lakukan?* (Script 8)

The illustration used was taken from the real situation when one of the students asked for permission to go out while the learning process. The situation used was related to a teacher's activity in the classroom, especially classroom management activity. After showing the situation, she encouraged the students to predict their activities in their future class.

In the above discourse, the text uttered by the lecturer is "Apa yang akan saya lakukan?" She asked about what management strategy a lecturer or teacher should do? She gave illustration "*kalau misalnya tadi Meta keluar aja, dia masuk lagi*." Thus, the intertextuality used by the lecturer is illustration. The text and the intertextuality have semantic relation since the question about the topic was illustrated through the real situation. By using the illustration, the lecturer expected the students to understand the ways that can be implemented in managing the class. Moreover, they can create the new situation in managing their class.

### Retelling

Retelling is telling what was mentioned before. It is a little bit different from repetition. The repetition is focused on repeating words or utterance form, but in retelling, the focus is more on the meaning. Thus, the same information is at least told twice. The data can be seen below.

Write research topic based on your own interest, **ketertarikan anda dari yang saya berikan tadi, can be from the method, from the text**, dan saya harap bervariasi. Ya, jadi anda pilih 2 topik. Topik itu dua, salah satunya boleh skill, satunya lagi competence, silakan, tidak masalah. Kemudian tentukan research problem pada topik itu (script 9)

The text used by the lecturer in the above script is an instruction to do something, "Write research topic based on your own interest. The words "*ketertarikan anda dari yang saya berikan tadi*" function as intertextuality. The lecturer retold what she asked them to do, "*can be from the method, from the text*" meaning that the information was

about the method and text. Therefore, the utterance implied that the lecturer retold the students about the possible topics of a research as the methods of teaching and the text can be used. Another example of retelling can be seen in the following script.

<p>L: Management strategies...classroom management strategies, <i>kalau misalnya tadi Meta (not the real name) keluaraja, dia masuk lagi apa yang akan saya lakukan?</i> (intertextuality)</p> <p>S: <i>Marah</i></p> <p>L: <i>Marah? Apakahya? Kalau misalnya kejadian seperti itu, ya main keluar aja itu anak. Masuk dia lagi.</i> What will you do? (retelling)</p> <p>S: <i>Diteguraja</i></p> <p>L: <i>.... Meta tiba-tiba keluar tanpa mintak permissi misalnya, kemudian dia masuk lagi</i> (retelling) (Script 10)</p>
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The above intertextuality is unique since it occurs within intertextuality. Generally, intertextuality occurs within a text. It can come before or after the text. In contrast with the data script 9, the lecturer retold the situation repeatedly and directly. She used the same information three times even though with different structures. Moreover, it can be seen that intertextuality was produced in intertextuality (an example). Thus, it can be argued that intertextuality may be defined as a text that may occur within intertextuality. Viewed from the meaning, it is categorized into thematic intertextuality since the text and intertextuality have semantic similarities.

As discussed before, such intertextuality was categorized in illustration by which the lecturer illustrates the text through the real example. Different from such type of intertextuality, this type of intertextuality still uses the same utterances. She retold the students about the context previously showed before coming to an end (their conclusion about classroom management strategies). Therefore, retelling the story is proposed to lead the students to the topic.

### Parody

Parody is the humorous text that a lecturer may use when communicating learning task. Using monotonous words is sometimes boring. It can be solved by using parody to make the classroom situation enjoyable and alive. In addition, learning too seriously can cause the students bored easily so that the information cannot be caught completely. The researcher found parody used in communicating learning task as the following data.

<p><i>Ditegur aja, yakin, a... Biasanya kan ada tu rol panjang di depan kelas. Awas masuk becoh, cubolah yo! OK apakah itu bagian dari management strategies? Anak keluar-tindakan kita, apakah itu management strategies?.... Dari mana Nak, sayang, kalua-kalua juo lah jaleh ibuk manarangan...(script 11)</i></p>
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The text in the above discourse was uttered in question form, “*Apakah itu bagian dari management strategies?*” It exists before and after an intertextuality, “**Biasanya kan ada tu rol panjang di depan kelas. Awas masuk becoh, cubolah yo** and “**Dari mana Nak, sayang, kalua-kalua juo lah jaleh ibuk manarangan?**”The intertextuality is called parody.

The relationship between the text and the intertextuality cannot be identified if the following utterance is not analyzed. The utterance “*OK apakah itu bagian dari management strategies?*” is the way the lecturer guided the students to understand what

was meant by management strategies. The students are expected to see the real example of management strategy.

The utterances "*Awat masuk becoh, cubolah yo and "Dari mana Nak, sayang, kalua-kalua juo lah jaleh ibuk manarangan,"*" are not the real utterances used by the lecturer. In the real situation, the utterances are usually used as threat given to the students for their fault, but it is different in this discourse; they are used to show an action of classroom management strategy. However, some students are more interested in listening to the humorous utterances than the main message. They even get the humorous message better than the main message. Therefore, the lecturer must emphasize the main message more after using parody unless the students will not get the main information of communicating of learning tasks.

### Translation

Translation is another text added to a text that can help listeners understand the text. To make students do the task, communication must be clear for the students. Sometimes the lecturers think that the utterances used in communicating learning task do not have sense. They are not sure the students catch what they mean if they just expressed the task in English. As the effect, they translated their words into Indonesian as seen in the following discourse.

Because as university students, you must add your opinion, *anda harus menyatakan pendapat anda, apa yang membuat anda, misalnya saya setuju lo Mis. Bagus* (script 12)

It can be seen that the lecturer used translation to add the previous text following the command given to the students. The text is "you must add your opinion." It was directly followed by the translation, "*Anda harus menyatakan pendapat anda.*" The translation functions as intertextuality in this discourse. Both the text and intertextuality have semantic similarities; they are different in the use of code, but the meaning is exactly similar. Then, she gave an example of a task that they should do. In spite of the students may understand the lecturer's command uttered in English, but when she wanted to give an example, she repeated the meaning by translating her utterance.

Translating utterances can be useful when the students need it. In time the students cannot understand the lecturer's utterances while she is explaining the task, she can use understandable language either still in the same language or in their first language. A lecturer should account which utterance can be translated since translating any words including the simpler words can annoy the students. The lecturer can translate the words which are demanded because the students will be curious to listen to the things they need.

### Conclusion

Making conclusion is generally done after an explanation. So, it comes at the end of discourse. In the same way, conclusion as one of the typologies of intertextuality comes after a text. Some of intertextuality analyzed above may come before or after a text, but conclusion always comes after a text. The data description can be seen below.

So, for tomorrow, what you need to do is that you go to library, *ruang baca prodi* and then you search for ten, ten examples of research paper titles and thesis titles. Ten for each, ten for research paper ten for thesis. **In other words, ...you only give examples, you don't need to write your thesis, but examples.** You only write the title. *You Cuma mencari judul tesis dan research paper senior, salin aja judulnya.* (script 13)

The text in the above discourse is “What you need to do is that you go to library, *ruang baca prodi* and then you search for ten, ten examples of research paper titles and thesis titles. Ten for each, ten for research paper ten for thesis. The lecturer used detailed explanation of the task. The text was clear enough about where they should go and what they should do there. Furthermore, he ended his discourse by making conclusion as intertextuality, “**In other words, ...you only give examples, you don't need to write your thesis, but examples.**”

Viewed from the function, conclusion is certainly related semantically with the previous text since a conclusion is an interpretation of a text. Having uttered the new information about learning task, the lecturer needs to recognize whether the students understand the information or not. It can be seen through their face. When she watches such situation, for example, some students feel confused with what to do, she or he can make emphasis on the meaning by using another text. The text therefore, should be uttered more firmly to make the students really direct their attention to the utterance. The intertextuality is called a conclusion.

### Conclusions and Recommendation

Some conclusions and recommendation then can be drawn based on the findings mentioned above. As it is studied from the thematic relationship between the main text and another text in a discourse, the intertextuality is categorized into ten types. They are indirect reference, example, quotation, repetition, allusion, illustration, retelling, parody, translation, and conclusion. Some kinds of intertextuality are useful to make the students understand learning tasks communicated by the lecturer orally.

In teaching writing, Julia showed how all writers were engaged in intertextual resourcing when crafting their stories, for example, by sharing the author's autobiographical essays that explained how he drew from other texts and personal experiences in writing his novel. The autobiographical essay was another text used by Julia in making the students capable of writing a novel (see Harman, 2003, p. 128). Thus, autobiographical essays can be used as the intertextuality in writing a novel. In addition, the students became enthusiastic when they were taught by analogies (Giacaman, 2012, p. 1298).

When a discourse is full of information and command, the students will become engaged seriously and their nerve will tense. On the other hand, when the information is accompanied by an illustration, the students can see the real one easily, so their brain is just relaxed. As the effect, they do not realize that they are doing a difficult task, but feel enjoy doing it. Forman proposed the use of L1 was able to explain various formal and contextual uses of L 2 in ways which ensured comprehension and is useful to make good use of limited classroom time (2008, p. 330). L 1 was used when the lecturer translated the text into the L 1, so that the students can understand the content. It is also emphasized that using example, metaphors, analogues, and narratives are quite powerful as means of ensuring clear understanding (Green and Burleson, 2003, pp. 881 and 889). Therefore, it

can be argued that the use of intertextuality in communicating learning task ensures clear understanding.

The type of intertextuality was identified when it was used along with the text and the relationship between the text and intertextuality was viewed from the similarity of the theme. Furthermore, intertextuality can be identified from the markers used by the speaker. Shukrun-Nagar (2009) in Warren (2013, p. 14) found three kinds of quotation markers. They are source markers, speech markers and circumstance markers. Source markers are references and qualifiers used to identify the source; speech markers can be lexical or graphical markers used to denote quotations; and circumstance markers describe contextual information such as time, place, participants and background. Though each intertextuality is related to the theme of the discourse, not all of them can help students understand. Intertextuality which has different addressee from those of the text cannot influence the students to do the task. Therefore, the addressee of the text and intertextuality must be similar, so that the purpose the lecturer wants to achieve can be emphasized by having the same addressees. The other conclusion is that the intertextuality which is exactly relevant to the text, even it seems closely related, sometimes is not useful for the students to understand the discourse, for example translating simple utterances into the target language. They can understand the utterance without any translation. Thus, it is used only to make the language various, but do not contribute to the students' comprehending or interest.

Based on the findings, it is recommended to lecturers to use intertextuality when communicating learning tasks. The more the lecturer uses intertextuality in explaining learning task, the clearer the task becomes. But, if intertextuality is not appropriately used, it can hinder the students from understanding the message. Therefore, consideration must be based on the advantages of using the intertextuality. When the intertextuality can clarify the text and make it more interesting, the use is suggested. On the other hand, if it can waste the time or it can make the students bored to listen to the lecturers' utterances, the use must be avoided.

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