



Teaching Writing Narrative Text by Using Intertextuality Approach For Grade IX at SMP N 8 Medan

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ARTICLE INFO	ABSTRACT
Article history: Received Accepted	<p>This research aims to determine the types of intertextuality approaches found in learning when the approach is used, the steps of teaching writing narrative text using the Intertextuality approach, and the reasons for the Intertextuality approach to be applied in learning narrative text. The research was conducted by using descriptive qualitative. Data analysis procedures were formulated based on the theory of Miles, Huberman, and Saldana consisting of data collection, data condensation, data display, and conclusions drawing. The data were the narrative text learning process presented by the teacher in class and interviewing the teacher at SMPN 8 Medan. The study aimed to discover the type, steps, and reasons for using the intertextuality approach in teaching writing narrative text. The data were analyzed based on the teaching-learning process by using the intertextuality approach. The findings showed that 4 out of 7 types of intertextuality approaches were found in the learning process, namely translation 25%, quotation 12.5%, source 37.5%, and genre 25%. In the steps, it was also found that the teacher followed Wallace's (1992) steps of the pre-reading activity, while reading activity, and the post-reading activity. Lastly, it was found that the reason for using the intertextuality approach is because it brings benefits to teachers and students. For example, it makes it easier for students to write narrative texts.</p>
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INTRODUCTION

Writing is one of the skills that students must master. Harmer (2004) stated that “Writing as one of the four skills of listening, speaking, reading, and writing has always been part of the syllabus in teaching English”. Writing is also a skill that requires careful attention and special training so that the learning process becomes effective. Through writing students can express ideas and opinions that represent their feelings.

Many aspects must be considered in writing, such as vocabulary, and grammar. Heaton cited in Jayanti (2019) stated that writing is a complex activity where a writer must generate ideas and think about how to organize these ideas into a coherent text. However in reality many students cannot express their ideas in written form for example in writing narrative texts. In writing narrative text, students must express their ideas to create entertainment for their readers.

There are several strategies for teaching writing narrative texts. One way is to use an intertextuality approach. Intertextuality means the relationship between one text and another text. Bazerman (2004) stated that Intertextuality describes the relationship between one text and another text, even if the two texts are related to each other. Intertextuality is how new meanings are created from old ones by combining previous texts and transforming them into new texts, as stated by Holmes (2004, p. 80) cited in Mallahi.

There are several research that focus on the role of the intertextuality approach in writing a text, but few examine the use of intertextuality specifically in teaching writing narrative texts. Currently, many students cannot write a text, especially narrative text. To fill this gap, this research aims to find out what types of intertextuality approaches that teacher used in writing narrative text.

This research focuses on the types of intertextuality used in teaching narrative writing as proposed by Miola's (2004) theory, how the types of intertextuality approach used in teaching writing narrative text and what are the reasons for using an intertextuality approach in teaching writing narrative text that is supported by Wallace (1992) theory. This research focused on the writing of narrative text, especially fable text, and was carried out at SMP N 8 Medan.

METHOD

The researcher used a qualitative descriptive design in conducting this research to achieve a comprehensive research picture and depth of understanding regarding the intertextuality approach in writing narrative text at SMP N 8 Medan. The researcher found it by observing the phenomenon that occurred when the teaching was carried out and. The data obtained are words and pictures related to the research objectives.

The data for this research was the narrative text learning process presented by the teacher in class and interviewing the teacher at SMPN 8 Medan. Sources of the data for this research were teachers and students of SMP N 8 Medan. In collecting data, researchers used video recording, interview sheened take documentation as instruments and made observations during the learning process to collect data in the field.

In data analysis techniques, this research uses the interactive model of Miles, Huberman, and Saldana (2013) with four general stages, namely data collection, after which the researcher condenses the data that has been collected from the field, then presents the data, and draws conclusions/verifies.

FINDINGS

1. Types of intertextuality approach was found

Based on the results of observations during the learning process of narrative text using the intertextuality approach, four types of intertextuality approaches used by teachers in conducting the teaching and learning process were found. These include translation, quotation, source, and genre. There are 4 out of 7 types of intertextuality approaches were found. It can be seen in the table below.

Table 1. The Percentages Types of The Intertextuality Approach

No	Types of intertextuality approach	Percentages
1	Revision	-
2	Translation	25%
3	Quotation	12,5%
4	Source	37,5%
5	Convention and Configuration	-
6	Genre	25%
7	Paralogue	-
	Total	100%

The type of intertextuality approach used by teachers in teaching writing narrative text were source 37,5%, followed by translation 25% as well as genre 25%, and the least is quotation 12,5%. Source was the most dominant type found in the learning process because source consists of several types, making source dominant. The types of sources found were character and plot. Furthermore, translation and genre are the second most common types. Translation and genre have the same percentage because in the learning process, at the beginning the teacher always asks students to translate the existing story which is called translation. In the end, the teacher also always asks to find the implied or explicit meaning of the story which is called genre. So both are found with the same percentage. Quotation was the least found type because in this case, the teacher wants students to only quote a little from other stories to make students more creative.

2. The steps to use an intertextuality approach in teaching writing narrative text

Wallace (1992) stated that the intertextuality approach was used as a helpful strategy

for students to build their critical thinking to understand the text and to identify how texts can relate to each other. 3 steps can be used in implementing the types of intertextuality approach in the classroom.

Based on the observation, the teacher provides two different fable stories that will be distributed to students. In the Pre-reading activity, the teacher takes students' attendance list. The teacher forms students into groups consisting of 4 people and then distributes two fable stories to each group. And then, the teacher asked students about the two fable stories that were distributed, and what they were about. After that, the teacher also directs students to read the two fable stories that have been distributed and make some questions based on the stories that have been read. In while reading activity, the teacher provides opportunities for students to identify and examine the story to find the answer to the questions in the previous stage. In the post-reading activity, the teacher asks one of the groups to read the results of their group work.

The teacher's task is to evaluate the results of the answers from the students. Finally, the teacher asks students to find the relationship between the two fable texts. In the first task, students have indirectly been invited to identify and relate the two fable texts, so that finding similarities and relationships will be easy.

3. The reasons for using an Intertextuality Approach in teaching writing narrative text

The intertextuality approach is important to use in writing narrative texts. This is in line with what Wallace (1992) cited in Apsari & Yana (2015) said that the advantages of using the intertextuality approach among others: As a strategy to help students build their critical thinking by understanding the text, helping students more easily compose a narrative text, can improve their reading comprehension and the last students will be able to experience various thinking strategies that will lead to understanding.

Based on the interview, there were some questions that the researcher intended to ask the teacher about his perception of using the intertextuality approach in teaching writing narrative text. There are four questions given to the teacher and based on the answers obtained it can be concluded that the use of the intertextuality approach in writing narrative text provides many advantages.

In addition, helps students in building their critical thinking, making it easier for students to write narrative text sequences, can improve student reading comprehension and be one of the thinking strategies for understanding a text. Therefore, teachers believe that the use of the intertextuality approach is a new method that can be used in writing a story. The teacher assumed that this approach has strengths and weaknesses but the teacher always tries to motivate and build students' interest in learning English and facilitate students to learn English.

Based on the results of observations during the learning process of narrative text using the intertextuality approach, four types of intertextuality approaches used by teachers in conducting the teaching and learning process were found. These include translation, quotation, source, and genre. The writer also tries to find comparisons with some previous research. The similarities of the three previous studies with this research are using the same descriptive qualitative research method. Meanwhile, the differences are shown by different

theories used, so the types of intertextuality approach found are different.

Based on the observation during the learning process, it can be seen that the teacher has implemented the steps in the pre-reading activity while reading activity and post-reading activity well. The writer also tries to find comparisons with some previous research. The similarities of the two previous studies with this research are using the same descriptive qualitative research method. Meanwhile, the difference is shown by the different steps in applying the intertextuality approach.

Based on the results of interviews with the teachers, this study found that using the intertextuality approach in teaching writing narrative text brings many advantages. Among others, it helps students build their critical thinking, makes it easier for students to write narrative texts, can improve students' reading comprehension and the intertextuality approach becomes one of the thinking strategies for understanding a text. Thus, we can compare the results found that both explain the use of the intertextuality approach will always have a beneficial impact on the learning process.

CONCLUSION

Based on data analysis, the types of intertextualities found during the learning process of narrative text presented by teachers are 4 out of 7 types of approaches, including translation, quotation, source, and genre. And the other 3 types namely revision, convention, and configuration, and the last one paralog are not found during the learning process of narrative text.

Based on the data analysis, the teacher has used the three steps in applying the intertextuality approach. The findings show that the three steps of implementing the intertextuality approach used in teaching writing narrative text have been done well. The teacher used all activities in pre-reading activities, during reading activities, and post-reading activities. The three steps occurred in one meeting.

There are several questions that the researcher asked the teachers regarding their reasons for using the intertextuality approach in teaching writing narrative texts. These questions are related to the application of the intertextuality approach in learning. Teachers gave reasons that the use of the intertextuality approach provides benefits for students and teachers so it needs to be used in learning. Teachers also answered all questions given very clearly

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