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INVESTIGATING LITERARY TERMINOLOGIES TO ACCOMPLISH LITERARY RESEARCH AND ENJOYMENT: A CORPUS STUDY

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Abstract. In relation to producing, enjoying, and especially criticizing literature, some literary terminologies are used frequently. Thus, corpus in the field of Literature is urgently needed to compile. This study aims to compile literary terminologies found in Literature and Language Teaching by Gillian Lazar and Literary Movements for Students by Ira Mark Milne books. In addition, it also tries to find the frequency, meaning (in context), and examples of the use of the terminologies. The method used in this research was document analysis, the data of which was obtained from predetermined documents, such as books of general literature, and books of theory and literary criticism. While the stages carried out were data collection, data selection, and presentation. From the books studied, it is found that the terminologies that appear could be categorized into terminologies related to (1) authors, (2) readers of literary works, (3) literary work itself, and (4) literary theory and criticism. Additionally, there is an interesting fact from the data found that the books have different frequencies of literary terminologies. The terminologies that appeared in Literary Movements for Students are more frequent.

Keywords: corpus; glossary; literary terminologies; literature

I. INTRODUCTION

Literary works, both fiction and non-fiction, always accompany human routines, such as television series shows, advertisements, and even essay assignments. Humans have to produce and enjoy literary works by themselves. Aside from being an author and readers, humans are also literary critics. In relation to producing, enjoying, and especially criticizing literature, some literary terminologies are used frequently. According to Bara (2012), studying terminologies is very important as each discourse needs different terminologies. Thereto, terminologies become a prescriptive discipline, as opposed to the descriptive one, and slowly become parts of general linguistics (Siqueira, M. et al., 2009). In literature, some terminologies of other disciplines are borrowed. In other words, literature is an interdisciplinary field. According to Zepetnek (1998), the interdisciplinary nature of literature makes literature can be examined by using concepts in psychology, history, or other fields of art. In addition, the principles and methods of these other fields can also be applied to the field of literature.

A literary researcher requires some literary terminologies, while there are few corpora available in the

field of literature. Meanwhile, online, it is found a dictionary in the field of literature in the form of a website, the website address of which is kamuslengkap.com. In addition, there are electronic and printed dictionaries that contain literary terminologies in the title *Dictionary of Literary Terms* compiled by Abdul Rozak Zaidan, Anita K. Rustapa, and Hanrah. This dictionary is published by Balai Pustaka. Further, the Shakespearean dictionary has been made. They are Arden Shakespeare Dictionary and Shakespeare's Plants and Gardens (Karpova, 2018). Regarding these corpora, the number of corpora on literary terminologies is still very minimal. From the minimum number of dictionaries, it can be assumed that the tools to compile dictionaries are also minimal in number, including the literary corpus.

One of previous studies found is written by Cuadrado-Escclapez, et al. (2016), which tries to make a corpus of metaphors and metonymies found in some books in different fields, like engineering architecture, physical activity, and sports sciences. Additionally, Malekzadeh (2020) tries to find out the rhetorical structure used in translation and English literature abstracts. Other than that, in Oktavianti (2019), a corpus is made to find out modals used in Corpus of Contemporary American English and other academic

texts. It focuses on discussing the frequency of modals and the kinds of modals.

This study aims to compile literary terminologies found in *Literature and Language Teaching* by Gillian Lazar and *Literary Movements for Students* by Ira Mark Milne books. In addition, it also tries to find the frequency, meaning (in context), and examples of the use of the terminologies. The terminologies compiled are not too broad, like hybrid dictionaries, and not too specific, like Shakespearean dictionaries. Additionally, glossary, one form of the corpora, has some advantages, one of them is to increase students' vocabulary mastery (Sari, 2016). Thus, in the hope of increasing the students' vocabulary or helping students understand the literary terminologies when doing a research on literature, the glossary is made. Besides, a corpus of certain terminologies or words is functional to research, like literary or linguistics research. A research by Andor (2016) does a corpus-based investigation of the word "unicorn" to strengthen the interpretation of this word in Iris Murdoch's novel, *The Unicorn*.

A. Literature

Literature is the imagination of the author. Because literature is the author's imagination, literature can have an unlimited world because imagination is also unlimited. Vygotsky (1930/2004) says that the way imagination operates is important to individual as it involves individual's experiences supplied by reality. Further, this experience is not only formed by personal feelings but also individual's time and environment.

B. Literary Theory and Criticism

Literary theory is a theory used to examine or commonly referred to as literary criticism. In literary research, there are four approaches used, namely mimetic approach, pragmatic approach, expressive approach, and objective approach (Abrams, 1953). A mimetic approach is an approach that focuses on the relationship between literature and the world outside it. This is because, based on the mimetic approach, literary work is the world outside the literary work itself.

Then, what is meant by a pragmatic approach is an approach that focuses on the relationship between literary works and the reader. In the pragmatic approach, it is believed that literary works are deliberately made to give effect to the reader.

While, an expressive approach is an approach that focuses on the relationship of literary works and their authors. In an expressive approach, it is believed that literary works are the thoughts of their authors. Lastly, an objective approach is an approach that focuses on the relationship of literary works with the things presented in them. This objective approach believes that literary work is for the literary work itself. Literary work has nothing to do with things outside it, such as the author, the background, and other external matters (Abrams, 1953).

C. Literary Work and Its Author

The creation of a literary work cannot be separated from its author. Therefore, one of the approaches to literary research is an expressive approach, which is an approach that focuses on the relationship of literary works with their authors (Abrams, 1953). In addition, it is also believed that literary works are the author's imagination.

On the other hand, there is a debate that the author is dead or better known as 'The Death of Author.' In this perspective, the author is no longer a reference when someone examines literature. The author's imagination or thought is rejected. Literary works exist only because of the background of the literary work itself, which is presented to the reader. Literary works exist as if there is no purpose (Compagno, 2012).

The purpose of the author, however, cannot be rejected just like that. The creator remains a reference when researchers want to know the meaning of a literary work. The author must be a reference because if he/she is not, the researcher will only look for meaning by just guessing and falling on the discovery of meaning that is not in accordance with the origin (Compagno, 2012).

D. Literary Work and Its Reader

According to Hans Robert Jauss (1982) there is a dialectic between the literary work and its reader. According to him, literary works are read through the creativity process possessed by the readers. For this reason, readers have an important place in literature. Literary work is believed to be a combination of text and reader subjectivity. It is not only the text or not only the reader's subjectivity.

Added by Wolfgang Iser (1974), the text could only exist if there is awareness. The awareness appears by readers' subjectivity or thoughts. In relation to the subjectivity of readers of literature, according to Hans-Georg Gadamer (in Hasanah, 2017), the meaning of literary works in the past is very dependent on the present. This is because the readers' thoughts of the present are closely related to the things that happen in the present, which are certainly different from the things that happened in the past.

E. Corpus

A corpus is a collection of words that are naturally arranged or not made up. It is arranged by following a certain extralinguistic system (Budiwiyanto, 2014).

The history of corpus development is quite long. Data collection for the corpus was carried out in the late 1950s by Randolph Quirk, and in the mid-1980s, computerized data was carried out. This program is called *International Corpus of English* (ICE). In the 1960s, Nelson Francis and Henry Kucera developed Brown Corpus. Brown Corpus has very few errors because it has been through proofread several times. Next, in 1963, *English Lexical Studies* was compiled. This corpus specifically discusses lexical research. In the mid-1970s, the first corpus used for dictionaries was made (Budiwiyanto, 2014).

There are various types of the corpora, namely general corpus, historical corpus, regional corpus, learning corpus, multilingual corpus, and oral corpus. A general corpus is a corpus that describes a whole language. A historical corpus is a corpus that contains the origin of a language. A regional corpus is a corpus that describes a language that is used in a particular region. A learning corpus is a corpus that describes a language used by learners. A multilingual corpus is a corpus that explains a certain thing using more than one language. An oral corpus is a corpus that explains spoken language (Budiwiyanto, 2014).

Hartmann (2005) says that we enter a trend in which a dictionary tends to be more specific, not a hybrid, like a dictionary of terminologies in a certain field, bilingual dictionary (thematic dictionary), technical glossary, and many others. A specific dictionary responds some puzzlements that are not answered by the hybrid dictionary. Additionally, dictionaries or glossaries for learners become high in demand as its function to provide information (Karpova, 2019).

To conduct a linguistic corpus study, a researcher should consider some items to sort:

“The key strength of corpus linguistics is its ability to find, sort, and count items as a basis for linguistic description...Specialists, report that monolingual corpus-based lexicography is well-suited to addressing six research questions: word meanings, word frequencies, association and connotation patterns, collocation, word sense, and use, and use and distribution of synonyms” (Munday in Zemke, 2017: p. 227)

II. METHODOLOGY

This research used a document analysis method. It means that the researcher collected documents, such as general literature and literary theory and criticism books. This step is to take the terminologies contained therein as data.

The material objects of this research were a book of literature in English language teaching, namely *Literature and Language Teaching* by Gillian Lazar, and a book of literary theory and criticism, namely *Literary Movements for Students* by Ira Mark Milne. The formal objects of this research were terminologies related to literature presented in the books.

The stages of data collection were: (1) listing the books with titles, authors, and publishers which would be used as material objects of the research; (2) collecting books that had been listed; (3) reading the books that had been obtained to find the literary terminologies; (4) marking on the terminologies that had been found; and (5) tabulating the terminologies that had been marked

Collecting the data, the next steps to analyze the data were: (1) counting the frequency of the terminologies that appeared in the books; (2) looking for meanings and examples of the use of terminologies in dictionaries and books that became the material object; (3) arranging the terminologies based on the order of the initial alphabet

letters; and (4) presenting the terminologies, their meanings, and examples of their use in a mini corpus.

III. RESULTS AND DISCUSSION

F. LITERARY TERMINOLOGIES IN ENGLISH AND BAHASA INDONESIA

The terminologies found in *Literature and Language Teaching* by Gillian Lazar and *Literary Movements for Students* by Ira Mark Milne are as follows:

TABLE I
 LITERARY TERMINOLOGIES IN ENGLISH

Terminologies	Source: Lazar, G. (2002). <i>Literature and Language Teaching</i> . Cambridge: Cambridge University Press.			
	Part of Speech	Frequency	Meaning (in context)	Example of Usage
Alliteration	N	8	Repetition of consonant sound at the beginning of words positioned near to each other	assonance and alliteration can be found in children's rhymes and advertising jingles.
Assonance	N	9	Repetition of a vowel sound in the middle or in the last words positioned near to each other	assonance and alliteration can be found in children's rhymes and advertising jingles.
Chronological sequence	Adj	2	Order of events based on the time	It is common in both short stories and novels for the chronological sequence of events to be disrupted, for example, through the use of flashback.
Critical	Adj	24	Of or relating to analyzing, appreciating, or evaluating literary works	Literature itself has been greatly enriched by recent developments in the field of critical theory.
Criticism	N	9	The act of analyzing, appreciating, and evaluating literary works	In the teaching of literature, traditional practical criticism has relied on the intuitions of the reader to form critical judgements.

Terminologies	Source: Milne, I.M. (2009). <i>Literary Movements for Students</i> . Detroit: Gale Cengage Learning.			
	Part of Speech	Frequency	Meaning (in Context)	Example of Usage
Absurdist	N/adj	48	One believing that human's life will always be in vain	Like the surrealists, the absurdist valued dreamlike images over logical, rational thought. Unlike the surrealists, however, who attempted to create a positive and constructive reaction to the horror, the absurdist believed that human life was meaningless and that humans were helpless creatures, having fallen into a state of absurdity.
Canon	N	38	Literary works considered to have high values	Scholars overwhelmingly acknowledge the debt the Western canon owes to the ancient Greeks and Romans, for their contributions not only to Western literature but to Western culture as a whole.
Canonical	Adj	2	Of, relating to, literary works considered to have a high value	In the 10th and 11th centuries several famous canonical abbeys were founded in Saxony, which developed a tradition of female scholarship, resulting in literary figures like Hrosvitha.
Classicism	N	23	Theory focusing on the appreciation of classical period and classical antiquity of Western civilization	Classicism both as an art style and as the first theory of art was defined by the ancient Greeks, emulated by the Romans, and then continued to appear in various forms across the centuries.
Classicist	N/adj	40	One appreciating classical period and classical antiquity of Western civilization	The publication of the Aeneid ensured Vergil's fame as a poet and classicist.

TABLE 2
 LITERARY TERMINOLOGIES IN BAHASA INDONESIA

Daftar Istilah	Sumber: Lazar, G. (2002). <i>Literature and Language Teaching</i> . United Kingdom: Cambridge University Press.			
	Kelas Kata	Frekuensi	Makna (dalam konteks)	Contoh Penggunaan
Aliterasi	Nomina	8	Pengulangan suara konsonan pada awal kata yang dimulai di dekat satu sama lain	asonansi dan aliterasi dapat ditemukan dalam lagu anak-anak dan lagu iklan.
Asonansi	Nomina	9	Pengulangan suara vokal di bagian tengah atau belakang kata yang diposisikan di dekat satu sama lain	asonansi dan aliterasi dapat ditemukan dalam sajak anak-anak dan lagu iklan.
Kritik	N	9	Tindakan menganalisis, menilai, dan mengevaluasi karya sastra	Dalam mengajarkan sastra, kritik praktis-tradisional banyak mengandalkan intuisi pembaca untuk merangkai pemikiran kritis.
Kritikus	N	4	Seseorang yang terlibat dalam menganalisis, menilai, dan mengevaluasi karya sastra.	Kritikus sastra, di sisi lain, berkenaan dengan interpretasi dan evaluasi terhadap karya sastra.
Kritis	Adj	24	Terkait atau berhubungan dengan proses menganalisis, menilai, dan mengevaluasi karya sastra	Ranah sastra semakin berkembang dengan perkembangan terkini dalam bidang teori kritis.
Urutan kronologis	Adjektiva	2	Urutan peristiwa secara kronologis	Urutan kronologis peristiwa, dalam cerita pendek dan novel, biasanya dapat dikacaukan, sebagai contoh melalui penggunaan kilas balik.

Daftar Istilah	Sumber: Milne, I.M. (2009). <i>Literary Movements for Students</i> . Detroit: Gale Cengage Learning.			
	Kelas Kata	Frekuensi	Makna (dalam konteks)	Contoh Penggunaan
Absurditas	N/adj	48	Seseorang yang percaya bahwa kehidupan manusia selalu dalam kegagalan	Seperti halnya surealis, absurdis lebih menghargai penggambaran yang tidak masuk akal, alih-alih pemikiran logis yang rasional. Namun, tidak seperti surealis yang mencoba menciptakan reaksi

positif dan konstruktif terhadap horor, absurdis meyakini bahwa kehidupan manusia tidak bermakan dan bahwa manusia adalah makhluk tanpa harapan yang telah jatuh dalam jurang absurditas.

Kan on	Nomina	38	Karya sastra adi luhung	Cendekiawan begitu meyakini besarnya pengaruh Yunani dan Romawi kuno terhadap karya kanon Barat, karena kontribusi mereka tidak terbatas pada karya sastra Barat, namun pada budaya Barat secara utuh.
Kan onis	Adjektiva	2	Berkaitan dengan karya sastra adi luhung	Pada abad ke-10 dan ke-11, beberapa biara kanonis terkemuka didirikan di Saxon yang mengembangkan tradisi cendekiawan wanita, yang menjadi latar lahirnya tokoh sastra, seperti Hrosvitha.
Klasisis	N/adj	40	Seseorang yang mengapresiasi periode klasik dan peninggalan sejarah periode klasik peradaban Barat	Terbitnya Aeneid mengukuhkan nama besar Vergil sebagai penyair dan klasisis.
Klasisisme	Nomina	223	Teori yang berfokus pada apresiasi periode klasik dan peninggalan sejarah periode klasik peradaban Barat	Klasisisme, sebagai aliran seni dan teori seni pertama yang dicetuskan oleh masyarakat Yunani kuno, diadaptasi oleh Romawi, dan kemudian terus muncul dalam beragam bentuk sepanjang abad.

From the data obtained, it is shown that the terminologies of literature that appeared in the books were related to authors, readers, literary work itself, and literary theory and criticism. Additionally, the frequency of appearance of literary terminologies found in *Literature and Language Teaching* by Gillian Lazar was not as much as that found in *Literary Movements for Students* by Ira Mark Milne. For example, the word "poetry" in *Literature and Language Teaching* appeared 150 times, while in *Literary Movements for Students* appeared 936 times. As another example, the word "modernism" in the *Literature and Language Teaching* only appeared one time, while in the *Literary Movements for Students*, there are 467 words.

In *Literary Movements for Students* book, several literary terminologies related to the authors were found, such as "playwright" with 140 words, "absurdist" with 48 words, and "classicist" with 40 words. These words refer directly to the author, or they mean the authors themselves. "Playwright" means *one writing a play or drama*, "absurdist" means *one believing that human life will always be in vain*, and "classicist" means *one appreciating classical period and classical antiquity of Western civilization*. This terminology is very useful for researchers in researching because one of the approaches used in research is an approach that focuses on the relationship of literary works with their authors, namely an expressive approach (Abrams, 1953). In addition, there were other terms related to the authors, which were 227 "humanists" and 235 "imagists." In this case, the terminologies do not refer directly to the author, or they do not mean as the author themselves, but they are adjectives attributed to the author. The word "humanist" means *one regarding the human's value and dignity*, and the word "imagist" means *characteristic owned by a poet focusing on precision use of imagery and language*.

In addition to the terminologies related to the author, the terminologies found in these two books are also related to the reader of literature. The terminologies were "reader-response" with one word and "response" with 23 words contained in the book *Literature and Language Teaching*. "Reader-response" means *the theory focuses on the reader experiencing the literary work* and "response" means *the reader acts to a literary work*. The reader-related terminology is very useful for literary researchers because reader is one of the focuses in researching literary works. This is as related to what is expressed by Hans Robert Jauss (1982), which is in literary works there is a dialectic between the literary work itself and its reader.

In addition to the terminologies related to the authors and readers of literature, it was found the terminologies related to the literary work itself, such as "assonance" as many as 9 words, "point of view" as many as 7 words, and "fable" as many as 1 word in the book *Literature and Language Teaching*. "Assonance" means *repetition of a vowel sound in the middle or in the last words positioned near to each other*. "Point of view" means *angle in which a narrator in a literary work describes the whole things*, and "fable" means *fiction telling about animals, plants, or inanimate objects acting like humans*. While in *Literary*

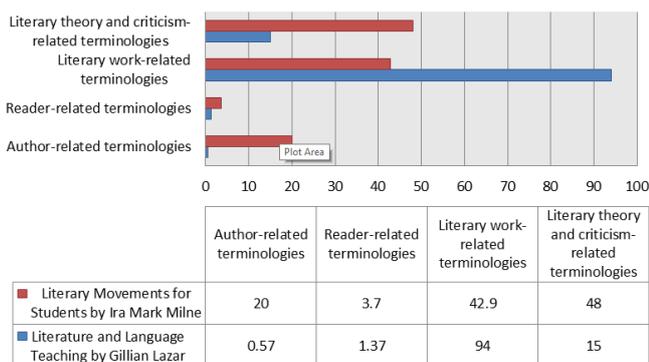


Fig. 1 The total frequency of literary terminology in *Literature and Language Teaching* and *Literary Movements for Students*

Movements for Students book, it was found terminologies related to literary works, which are "canon" with 38 words and "canonical" with 2 words. "Canon" means *literary works considered to have high values*, and "canonical" means *of, relating to, literary works considered to have high values*. These terminologies are useful for literary researchers because in literary research, literary works have a place in an objective approach. An objective approach is an approach that focuses on the relationship of literary works with the things presented inside the literary works themselves. This objective approach believes that literary work is for the literary work itself. Literary work has nothing to do with things outside it, such as the author, the background that gave rise to it, and other external matters (Abrams, 1953).

Then, the terminologies that appeared are related to the theory and literary criticism. In *Literature and Language Teaching* book, the literary theory and criticism-related terminologies found are "criticism" as many as 9 words, "structuralism" as much as 1 word, and "deconstructionism" as much as 1 word. "Criticism" means *the act of analyzing, appreciating, and evaluating literary works*. "Structuralism" means *theory focusing on belief that language is a system of signs and that literary work is related to another literary work*, and "deconstructionism" means *theory focusing on looking for any possible meaning as there is no single truth or absolute meaning*. While in *Literary Movements for Students* book, it was found several words related to theory and criticism, including 223 words of "classicism", 96 words of "postcolonialism", and 207 words of "postmodernism". "Classicism" means *theory focusing on the appreciation of the classical period and classical antiquity of Western civilization*, "postcolonialism" means *theory focusing on a state of revival after being colonized*, and "postmodernism" means *movement or theory focusing on the continuation of the modern age*.

IV. CONCLUSION

From this study, it could be said that the terminologies of literature that arise in *Literature and Language Teaching* by Gillian Lazar are related to the authors of literary works, readers of literary works, literary works themselves, and literary theories and criticism. Besides, the terminologies that appear in *Literary Movements for Students* by Ira Mark Milne are also related to the authors of literary works, readers of literary works, literary works themselves, and literary theories and criticism. Interestingly, it could be concluded that the literary terminologies appeared in the two books studied are different infrequency. Literary terminologies in *Literary Movements for Students* had more frequent occurrence.

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