

## TRINITIES IN DISCOVERING MEANINGS ON LITERATURE INSTRUCTIONAL SCHEME ON LITERARY STUDIES

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**Abstract:** *This paper's title is Trinities in Discovering Meaning on Literature aiming to discuss Instructional Scheme on Literary Studies. Methods of the study consist of qualitative design in explaining discourse, library research in collecting data, and problem-based approach in answering the problem statements, the three-substances of which are significant to English teaching on literary studies. Literary studies are the humanistic studies of literature and literary research is the final project for the students who are going to complete their study at notably English Literature Study Programs. Their final project must compose scientific written report. It is in the form of writing literary analysis. The most significant point to emphasize is that literary analysis is an argument about a literary work and that whatever recommendations are made throughout the interpretation from the need to write persuasively about a clear, scientific, and debatable thesis. The writing on literary analysis is getting branched out being up to date in any academic atmosphere, of course, in line with the development of theory, history, and criticism on literature. This article is an alternative way for instructional manuscript blending theoretical or conceptual ideas with practical ideas about an alternative pedagogy in the area of English literary studies teaching and research. It is designed to help teachers specialized in literature introducing the writing literary analysis to their students. I deliver this article because I am sure that the trinities in the science of literature must be comprehended by the teachers before they transmit it in the classroom activities in teaching English Literary Studies. The term "Trinities" above is going to be explained in a discussion.*

**Keywords:** *trinities, literature, instructional scheme, literary studies*

The variety or pluralism of knowledge makes us, the teachers and the students, hard to comprehend its definition. The knowledge has its observation medium and theory. It has its type of hypothesis. The pluralism of knowledge is located not only in its material object but also in its formal object. The material objects are such three major literary works as text of fiction, drama, and poetry (Klarer, 1999:3). It can be said that these objects are genres of literary works to analyse. The formal objects are aspects being used as paradigms and theoretical base, including paradigm of inquiry, approaches, methods, techniques, and way

and instruments. These aspects can be applied in chapter methodology of literary research such as statement of the problems, sources of data, units of analysis, techniques of data collection, techniques of data analysis and research steps.

Frequently people are not interested in studying literature because there is an assumption that studying as researching abstract findings and less giving certainty. But in real matter of doing literary research, deep-studying the literature is able to represent one of possibilities that open to infiltrate the human being's problems. During the time, the literature represents knowledge applying in one same horizon in education institution that is in faculty of languages and letters, faculty of humanity and culture, or faculty of cultural studies.

Literary research is a final project for the students who are going to finish their study at notably Literary Studies section. The final project must compose scientific written report. It is in the form of writing on literary analysis. The most significant point to emphasize is that literary analysis is an argument about a literary work and that whatever recommendations are made throughout the argument from the need to write persuasively about a clear, scientific, and debatable thesis. The writing on literary analysis is getting branched out being up to date in any academic atmosphere, in line with the development of theory, history, and critic on literature.

This article is an instructional manuscript blending theoretical or conceptual ideas with practical ideas about an alternative pedagogy in the area of English literary studies teaching and research. This article is designed to help teachers specialized in literature introduce the writing on literary analysis to their students. I deliver this article because I am sure that the trinities in the science of literature must be comprehended by the teachers before they transmit it in the classroom activities in teaching English Literary Studies. The term "Trinities" above is going to be explained on the following discussion.

## DISCUSSION

Literature can be work of art and work of science. As the work of art, it can entertain the readers, but as the work of science, it can educate the readers. In this case, the good teachers and the good students should be the good readers. As what Budianta said that Horatio, a roman philosopher, in *Art Poetica*, stated that literature has two significant aspects, i.e. *dulce et utile* (2002: 19). This discussion is delivered to share any of the scientific principles of literary studies, the scientific areas of literary studies, and the analytic levels on literary studies.

### ***The First Trinity on Literature: The Scientific Principalities of Literary Studies***

In comprehending a science philosophically, there are three principalities which anyone must comprehend; i.e. ontology, axiology, and epistemology. Ontological principality represents essence of study object. (Setiardja, 2005: 5-7). Axiological principality represents target of science beneficial for the shake of human beings, meaning that the science has to be exploited as medium to increase

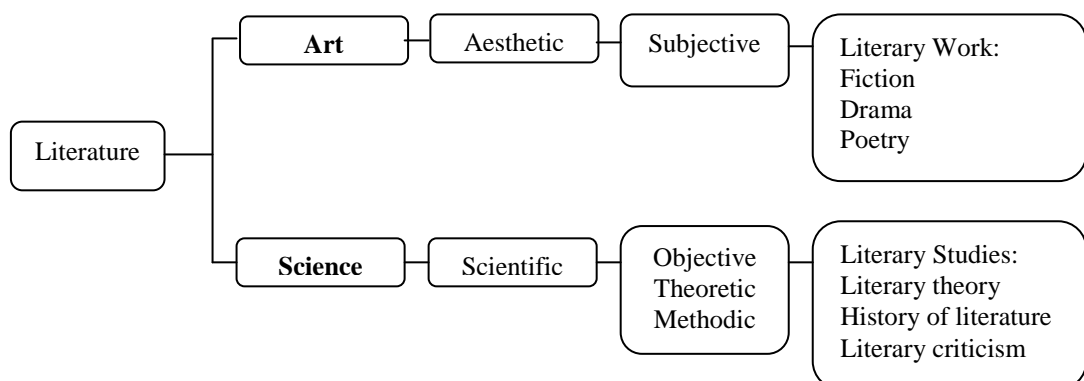
the human life level (Setiardja, 2005: 41-55). Epistemological principality represents scientific methodology. The methodology is a set of administration to science which is systemic and systematic. Systemic and systematic represent method criteria of the science. Systemic means in unity there is relevancy of inter-elements and systematic means in unity there is logical sequence of inter-steps (Setiardja, 2005: 55-64).

The discussion delivers the principalities of the science saying that there are three aspects with reciprocal relevancy in process of scientific development. In understanding literary studies, these three principalities must be comprehended; i.e. ontology, axiology, and epistemology of literary studies. Or, it gains understanding of circumstantial interpretative about essence of study object, target of significant benefit, and methodologies of literary studies systemically-systematically-comprehensively so that it can be useful as enrichment insights of literary studies development.

**The Ontological Principality of Literary Studies**

The ontological principality of literary studies means the essence or object of literary studies. Based on this principality of science, the writer explains the object of literary study. Setiardja (2005:4) states that each science must have certain object. The essence of the study object consists of material object and formal object. The material object indicates study material of its pertinent sciences such as linguistics, semiotics, stylistics, ideology, sociology, psychology, and many more contemporary disciplines. Because of the pertinent sciences, the literary study is interdisciplinary one. Besides material object, the science has formal object. The formal object is facets of evaluating a pertinent science; meaning that the science has to look for causes of its material object. The science, social, and humanities always look for how structure or formation building of its object form science. The material object of literary studies is literary works-fiction, drama, poetry-and any interrelation of the works to universe, artist, and audience. It means that things exist and possible things exist in the literature.

Ontologically, literature can be as the art and as the science. Literature as the art can be seen from the aspect of its aesthetics, meaning that representing a product of creativity such as fiction, drama, and poetry. Literature as the science can be seen from the characteristic of scientific aspects; objective, theoretical, and methodological. The scientific aspects can be studied from three branches of literary studies; i.e. theory of literature, history of literature, and literary criticism.



Scheme 1 Ontology of Literature, The Writer

Literature represents one of artistic form using language up on its activity. This activity here is literary symptoms. Use of language in the literary activity differs from use of language of other activity. This difference gives special impression to the activity. In literary activity, language is used in a particular way, language might possibly digress from rule of grammar and has ambiguous meaning even though a man of letters (author, poet, and playwright) passes his work in order to submit message to audiences.

Literary activity according to its delivery of meaning can be spoken (oral), written and or audio-visual. From that symptom, we can see forms such as literary works and any relation to its production process, its reproduction process, its writer (poet, author, and playwright), its reader (audience), and its context (the influencing pertinent environmental fact/ universe)

The spoken (oral) literature can be in the form of folklore, charm or chant, folksong, and traditional theatre. The written major genres of literary work are poem (poetry), prose, and drama (play). The audio-visual literature is in the form of film representing transformation of the oral literature and or the written one into the audio-visual literature.



Scheme 2 Forms of Literature  
The Writer

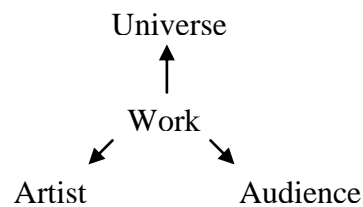
From its production process of building literary work, a literary work is formed upon two elements; i.e. intrinsic element and extrinsic element. The intrinsic element is element developing literary work structurally and this element can be detectable inside of the literary work building structurally. Each genre contains intrinsic element in which some are the same and some others are different. The intrinsic elements of poem (poetry) are line, metre, stanza, rhyme, rhythm, persona (voice), theme, and imagery. The intrinsic elements of prose are plot, character, characterization, setting, conflict, theme, message, and narrative perspective (Staton, 2007: 22-52). The intrinsic elements in drama (play) are character, dialogue, and plot.

Evaluating this intrinsic element in theory of literature is conceived as understanding of autonomous structuralism. The extrinsic element is the element

from outside of the literary work influencing and colouring its contents. This element covers some aspects like religion, economics, culture, politics, biography, law, sociology, and psychology (Noor, 2006: 37-65).

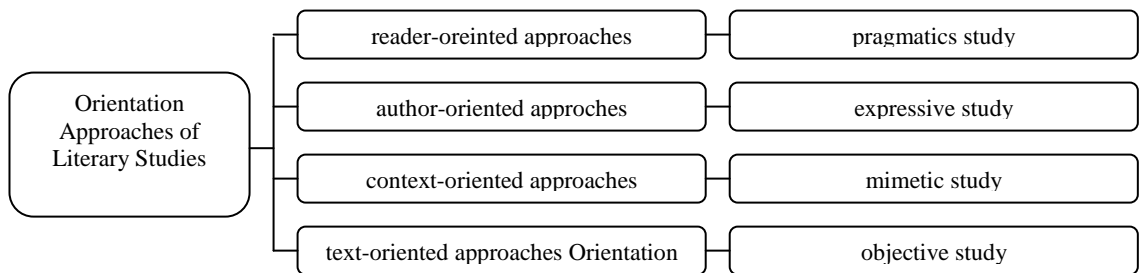
Thus, evaluating the extrinsic element in theory of literature is conceived as understanding of genetic structuralism and as understanding of dynamic structuralism.

Besides the two elements, literary work in its production process cannot get out of the universe (environmental fact/ context), artist/ writer (author, poet, playwright), and audience (reader). Therefore, the production process of literary work can be mapped in specified orientation of literary studies like the following scheme.



Scheme 3 Critical Orientation on Literary Studies  
The Mirror and the Lamp (Abrams, 1971: 6-7)

Simply in literary studies, visible symptom can be found from the object of the study which is related to. On the other word, it can be studied based on the object orientation. Literary studies can be conducted by seeing from the form focusing upon four orientations, i.e. the study focusing on the reader (reader-oriented approaches) or pragmatics study, focusing on the writer (author-oriented approaches) or expressive study, focusing on its context (context-oriented approaches) or mimetic study, and focusing on the literary work (text-oriented approaches) or objective study (Klarer, 1999: 75-100).



Scheme 4 Orientations of Literary Studies  
The Writer

From the four orientations, the study area can develop into broader coverage, such as on sociology of literature and on psychology of literature. The former can be studied from four studies; the first is expressive socio-literary study.

This study centres the analysis on social phenomenon of the writer. The concentration of course does not discharge its relevancy with the written work because social phenomenon of writer is reflected in his work. The second is pragmatic socio-literary study. This study centres the analysis on social phenomenon of the reader related to literary reception. The concentration does not discharge its relevancy with the reading work. The third is socio-context of production-consumption literary study. This study centres the analysis on its relevancy among literary work with social system. Production of literature is not such an individual production, but social production. The production has long networking system. The networking covers writer, mediator, publisher, distributor, sponsor, censor, and others that existence of literature is very influenced by social system around, so is the consumption which is not an individual consumption but social consumption. The consumption covers social institute such as education, study group, group of critic and others. The forth is objective socio-literary study. This study centres the analysis on intrinsically social problems narrated in literary work. The problems come into structure and detail element of the work. The structure and element of the work can be analyzed by sociological objective based on intrinsic social items structural objectivity (Harsono, 2000: 6-11)

The latter is on psychology of literature. This study is based on an assumption that literary work always discusses event of human life with its various behaviour, and to recognize human being exhaustively needing psychology. The domain of psychology of literature covers; the first is expressive psycho-literary study. This study centres the analysis on psychological condition of writer and his creative process. In course of creative process, there are direct or indirect relevancy between the psychological condition of writer and the process of literary creation.

Creative process relates to actions and inner experiences of the writer. The second is pragmatic psycho-literary study that centres the analysis on psychological condition of reader. Each literary work has relation psychologically to its reader. The relation can be pragmatic, receptive, and therapeutic. Being pragmatic means how far the literary work can influence psychological condition of its reader. Being receptive means how psychological condition of reader happens in process of interpretation. Being therapeutic means function of the literary work as catharsis medium of its reader. The function can clean psychological emotion of its reader. The third is objective psycho-literary study. This study centres the analysis on psychological problems in the work intrinsically.

In this case, psychology of literature has autonomous characteristic, i.e. studying literature is rid of the writer, the reader and the universe. This study covers structure and psychological items in the work as well the psychological meanings inside (Harsono, 2000:16-23) The other literary symptom can be seen

from sign and its significance in the work can be studied from the study semiotics on literatures (Wardoyo, 2004: 1-26).

From the literary symptoms above, the ontology of literary studies can be schemed as the following.

Pragmatics study	Reader-oriented approaches of literature
Expressive study	Author-oriented approaches of literature
Mimetic study	Context-oriented approaches of literature
Objective study	Text-oriented approaches of literature
Pragmatic socio-literary study	On sociology of literature
Expressive socio-literary study	On sociology of literature
Socio-context of production-consumption literary study	On sociology of literature
Objective socio-literary study	On sociology of literature
Pragmatic psycho-literary study	On psychology of literature
Expressive psycho-literary study	On psychology of literature
Objective psycho-literary study	On psychology of literature
Semiotics study	Sign and significance on literature
Literary Studies	Approaches of Literary Studies

### Scheme 5 Approaches to Literary Studies

#### The Writer

The literary symptom basically is universal, because all of society has literary work. In addition, there are a number of differences, among the literary works; there are same characteristics in general. Therefore, the literary studies can take the objects from any language literary work. But, of course, literary researcher at foreign study program must present and justify report process and his result of study in the foreign language according to his study program. Even though appreciation will be given more, the foreign literary researcher studies the literary work written in foreign language, by foreign nation, and in background of foreign socio-culture.

#### The Axiological Principality of Literary Studies

In this discussion, the writer refers to Axiological principality to represent target of science significant benefit for the shake of human beings, meaning that the science has to be exploited as medium to increase the human life level (Setiardja, 2005: 41-55) and Farkhan (2007: 1-139) explains an understanding of circumstantial interpretative about the benefit and way of good presentation of the literary studies as the following. Hence, the axiological principality of literary studies means the target of literary studies benefits. Target of literary studies benefit is for the shake of human being. It means that literary studies must be exploited as medium to increase the human life level. To axiological principality, activity in the study can aim to produce a verified knowledge, to obtain/ generate deep-understanding, and to offer a counter interpretation

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Based on the target of its benefit, the literary studies can be schemed as the following.

	To produce a verified knowledge To generate deep-understanding To offer a counter interpretation
	Literary Studies Benefit

Scheme 6 Target of Literary Studies Benefit  
The Writer

First, literary studies aim to produce four types of knowledge; i.e. exploratory knowledge, descriptive knowledge, explanatory knowledge, and predictive knowledge. Literary studies yields knowledge which can be formulated with sentence and selected pursuant to its types of knowledge. Thus, the study aiming to produce the knowledge such as to produce an exploratory knowledge on..., to produce a descriptive knowledge on..., to produce an explanatory knowledge on...), and to produce a predictive knowledge on... about the object of study.

	Exploratory knowledge Descriptive knowledge Explanatory knowledge Predictive knowledge
	Knowledge of Literary Studies

Scheme 7 Kinds of Knowledge of Literary Studies  
The Writer

Second, literary studies aim to produce circumstantial knowledge which can be selected from five types of understanding: i.e. understanding on spoken or written text (textual understanding), understanding on speaker or writer (intentional understanding), understanding audience or reader (receptive or experiential understanding), understanding on researcher (interpretative understanding), and understanding among speaker or writer, audience or reader, and researcher (shared-understanding).

The understanding on spoken or written text is an understanding which is solely based on what is said or what is written. This understanding is discharged at all from its speaker or writer. The understanding on speaker or writer is an



understanding as meant by the speaker or the writer. The spoken or written is assumed inseparable its speaker or its writer. The understanding on audience or reader is an understanding experienced by audience or reader. Real meaning of meaning (significance) is contained in message received or got by that audience or that reader. The understanding on researcher is an understanding concluded by interpreter conducted systematically-comprehensively. The shared-understanding is crisscross of the understanding based on the spoken or written text, according to the speaker or writer, according to the audience or reader, and the interpretation given by the researcher.

Based on the consideration above, literary studies produce(s) knowledge which can be formulated with sentence and selected on its types of understanding. Thus, the study aims to produce; the textual understanding ( to generate a textual understanding on...), the intentional understanding ( to generate an intentional understanding on...), receptive or experiential understanding ( to generate an experiential understanding on...), the interpretative understanding ( to generate an interpretative understanding on...), and share understanding ( to generate a shared-understanding on...) about the object of study.

	Textual understanding
	Intentional understanding
	Receptive or experiential understanding
	Interpretative understanding
	Shared-understanding
<hr/>	
	Understanding of Literary Studies

Scheme 8 Understandings of Literary Studies  
The Writer

**The Epistemological Principality of Literary Studies**

The epistemological principality of literary studies means the methodology of literary studies. Based on this principality of science, the writer explains that epistemological principality represents scientific methodology. The methodology is a set of administration to science which is systemic and systematic. Systemic and systematic methodology represents method criteria of the science. Systemic methodology means in unity there is relevancy of inter-elements and systematic methodology means in unity there is logical sequence of inter-steps (Setiardja, 2005:4)

Starting from how scientific study is conducted, the writer based on the epistemological principality, shares science methodology of literary studies. The scientific methodology is a set of administration to produce scientific knowledge systemically and systematically. Systemically means there is relevancy of inter-elements, while systematically means there is logical sequence of inter-steps.

There are steps which must be done in conducting a study. Before taking choice of approach, method, techniques and or ways and instruments as well, literary researcher before hand specifies points of view used for objects and

benefits as target of study. This point of view refers to paradigm of inquiry. On the other words, the paradigm is fundamental viewpoint regarding to subject matter of, target of, and nature of analyzed object. A paradigm is consisted of a number of approaches. In an approach is consisted of a number of methods. A method is consisted of a number of techniques. Hereinafter in a technique, there are some ways and instruments.

Step I	Paradigm of Inquiry
Step II	Approach
Step III	Method
Step IV	Technique
Step V	Way and Instrument

Scheme 9 Steps on Conducting Literary Studies  
The Writer

The methodology of literary studies recognizes three major paradigms; i.e. positivistic paradigm, interpretative paradigm, and reflexive paradigm. In this case, positivistic paradigm is the same as quantitative research design, interpretive paradigm is the same as qualitative research design, and reflexive paradigm is the same as critical research design. Based on the methodologies above, the literary research can be selected from the existing paradigms.

positivistic paradigm/ quantitative research design interpretative paradigm/ qualitative research design reflexive paradigm / critical research design
Paradigms in Literary Studies

Scheme 10 Paradigms in Literary Studies  
The Writer

The followings are distinction and brief clarification of the three types of paradigm. The first is target of benefit. According to the positivistic paradigm, every study has to find a law enabling human being predict and control reality. The interpretive paradigm has to understand and interpret meaning of reality. The reflexive paradigm has to empower and liberate human being from a shackle of spurious awareness or understanding.

The second is basic nature of reality. According to positivistic paradigm, reality is stable and patterned, so that the reality can be found or formulated. Interpretative paradigm assumes that reality is melting and streaming, so that the reality represents result of agreement and interaction of human being. Whereas, according to reflexive paradigm, reality is full of oppositions and influenced by under covered constitute structure.

The third is nature of human being. According to positivistic paradigm, nature of human being is rational and personal interest, and also influenced by outside strength. Interpretative paradigm assumes that human being is capable to form and give meaning to their world. While reflexive paradigm assumes that human being is creative and adaptive, but tends to be oppressed by spurious awareness, they are less capable to present their potency.

The fourth is common sense role. According to positivistic paradigm, common sense differs from knowledge of science. Interpretative paradigm assumes that common sense represents a set of theory used to benefit certain people. Meanwhile reflexive paradigm assumes that common sense represents spurious beliefs covering up substantive reality.

The fifth is theory. According to positivistic paradigm, theories represent deductively logical system and depict interrelation among a number of definition, axiom, and law. Interpretative paradigm interprets theory as a set of explanation on how meaning interpretation is produced and maintained.

Any paradigm selected by literary researcher, literary research must be conducted systematically, relied on data, based on theory, presented explicitly, encouraged by reflective action, and covered by open-ended results.

In conducting literary studies which is pursuant to positivistic paradigm, steps of the study are as follows: 1) determining problem statement, covering choosing up eligible problem and 2) making up framework in formulating hypothesis, including observation of theory and result report of previous study 3) formulating hypothesis, as temporary answer to problems 4) electing or developing study design 5) developing instruments and data collecting device 6) collecting data 7) processing data to test hypothesis 8) interpreting result of study 9) concluding based on data processing result, 10) integrating result of study into previous knowledge structure, and also suggesting to next study.

If the study does not produce explanatory knowledge, but knowledge exploratory, descriptive and predictive, hence the steps related to proffering and examining hypothesis are not needed, because the study does not test hypothesis, theory study and analysis of previous study result are only needed to clarify and formulate variable or concept tested, and also give picture about how far the studies in the topic have been conducted by other researcher.

Any study of literature, study activity of positivistic paradigm has to comply with the following criteria, i.e. 1) validity, it proves that what being collected is true (factual) according to what really will be collected; 2) reliability, it proves that whenever and by whoever data collected, it will give the same more or less result; 3) objectivity, it proves that there is no personal influence of

researcher to study result; and 4) generality, it proves that inference or conclusion of the study can be generally accepted.

In conducting literary studies which is pursuant to the interpretative paradigm, the study activities strike 1) determining study focus including choosing up to eligible and meaning problem, 2) developing theoretical sensitivity with relevant to book materials observation and result of previous study, 3) determining materials study, covering choosing where and who from the data obtained, 4) developing protocol of data acquirement and processing, including determining apparatus, steps, and technique in data acquirement and processing used, 5) executing the acquirement, consisting of field data collection or studied reading text, 6) processing the data acquirement, covering coding, categorizing, comparing, and discussing, 7) negotiating the result of study with study subject, and 8) formulating conclusion, covering interpreting and integrating findings into previous knowledge building, and suggestion to the next study.

Because nature of the study materials and the target reached, the framework steps can be altered according to field dynamics. Study focus is for the example; it is possible repeating sharpening and formulating after conducting field investigating. It can be done as long as the data availability to increase the meaning of study. Thus, the interpretative paradigm must requires the following criteria 1) credibility, proving that the data acquirement and conclusion are believable, 2) dependability, proving that findings and conclusion relies on the raw data, 3) conformability, proving that the findings and conclusion can be traced on the data acquirement, and transferability, proving that the findings and conclusion can be gone into the same effect to other cases having equal conditions.

In conducting literary studies which is pursuant to the reflexive paradigm, the study activities strike 1) determining topic of study, including choosing and formulating valuable problem to arose human being awareness, 2) stipulating philosophy or ideological perspective, covering observing relevant idea and formulating explicitly specific or basic idea used as basis for proffering critics, 3) electing cases or materials, by determining where and who from the data obtained 4) developing strategy of data acquirement and data processing, consisted of determining data apparatus, steps, and techniques used, 5) executing the acquirement, consisting of field data collection or studied text reading, 6) processing the data acquirement, covering coding, categorizing, contrasting, and discussing, 7) formulating conclusion, conducted according to reflexive thinking, and 8) proffering recommendation either to advance study or to next empowerment agenda.

Like two types of previous study, the study of reflexive paradigm claims to the following requirements such as credibility, dependency, conformability, and transferability. Besides, because of the particular aspiration of the reflexive paradigm is to awaken awareness of change, therefore the counter interpretation must present eligible criteria, covering 1) relevance proving that the selected topic

and or ideological perspective is relevant to human challenge or problem, 2) coherence proving that the entire building of offered interpretation does not interfere each other, 3) criticalness proving that the observation succeed to unload a discourse to the root, and 4) reasonableness) proving that reflexive thinking has logical thinking base.

### ***The Second Trinity on Literature: The Scientific Areas of Literary Studies***

The scientific areas of literary studies can be derived into three branches; i.e. literary theory or theory of literature, history of literature, and literary criticism. The followings are brief clarification of those three branches of the literary studies.

#### **Literary theory**

As what Bressler (1998:6) wrote that “literary theory-the assumptions either conscious or unconscious, that undergird one’s understanding and interpretation of language, the construction of meaning, art, culture, aesthetics, and ideological positions.”

In line with Bressler, Noor explained that this branch is the scientific areas consisting of conceptual understandings of literature and any study areas interrelated in it including such as definitions of literature, the literary terminologies, the essence and function of literature, the literary studies, the beauty of literary works, genres of literature, literary research, the history of literature, and literary criticism (2006: 21)

#### **History of literature**

Noor explained that this branch is the scientific areas of literary studies on historical periods of literature from time to time, including such as the creation history of literature, the development of literary style and -isms, the chronological literary dialect, and the development of literary thoughts (2006: 20).

#### **Literary criticism**

Further, Bressler (1998: 6) said that “because anyone who responds to a text is already a practicing literary critic and because practical criticism is rooted in the reader’s preconditioned mindset concerning his or her expectations when actually reading a text every reader exposes some kind of literary theory.” Noor explained that this branch is the scientific areas of literary studies on to scrutinize, research, examine, analyze thoroughly, and to appreciate literary works by giving advantages and disadvantages of the literary works (2006: 20).

From the concepts above, the writer can conclude that those scientific areas of literary studies are interrelated with one another in doing literary analysis. The literary theory, of course, needs literary criticism, for example to compose theories of style, and narrative technique. It needs as well the history of literature, for example, to compose theories about periods, isms, and wholly development of literature. The history of literature needs literary theory, for example to compose

history of creation, progression, and development of literary works needs differences of literary theories from time to time. The literary criticism also needs literary theory to give any critic to literary works, for example theory of approaches and theory of genres. The literary criticism needs the history of literature, for example, to find out the originality, intertextuality, and comparison of the literary works from age to age.

### ***The Third Trinity on Literature: The Analytic Levels of Literary Studies***

Matthew Arnold states in Bressler (1998:4-5), that “...literary criticism as ‘A disinterested endeavour to learn and propagate the best way that is known and thought in the world.:...that literary criticism is a discipline activity that attempts to describe study, analyze, justify, interpret, and evaluate a work of art’.” Based on that quote, in analyzing a text, literary critics asks basic questions concerning the philosophical, psychological, and functional aspects of literary text. In line with the basic questions of literary work as object of literary research is the human expression of a vision, mission, and consideration of some aspects of life. It can be concluded that literature qualifies as an art form that may be approached on three levels. They are psychological, philosophical, and functional levels.

#### **Psychological Level**

This level can be seen from what Klarer (1999:92) stated that “reception theory focuses on the reader’s point of view. ...Some of these approaches do not postulate a single objective text, but rather assume that there are many texts as readers. This attitude implies that a new individual text evolves with every individual reading process” Based on this theory, the researcher can do expressive study using reader-oriented approach in the form of, for example, reader-response criticism.

#### **Philosophical Level**

This level, according to Sigmund Freud in Klarer (1999: 92) is that “...psychoanalytic literary criticism is a movement which sometimes deals with the author,... ...literary text can be an explanation of certain psychological phenomena,” because there is a direct link between the literary text and the biography of an author such as dates, facts, and events in the author’s life juxtaposed with literary elements of his or her works in order to find aspects which connect the biography of the author with the text. The researcher can do author-oriented approach using pragmatics study on literature, for example, in the form of biographical criticism, psychoanalytic criticism, and phenomenology.

#### **Functional Level**

This level, by tracing Plato’s statement, is that “many contend that literature’s primary function is moral” (Bressler, 1998: 12). For this, the value of a text is found within the text or inseparably linked to the work itself. To do this

analytic level, Klarer (1999: 79) stated that the literary researcher can do objective study on literature using text-oriented approaches. The text-oriented approach is primarily concerned with questions of the materiality of the texts, including edition manuscripts, analyses of language, style, and formal of structure of literary work. The researcher can do such as philology, rhetoric, stylistics, formalism, structuralism, new criticism, semiotics and deconstruction.

Another study of this level is mimetic study on literature as what Bressler (1999: 94) stated that

context-oriented approach refer to ha heterogeneous group of schools and methodologies which do not regard literary text as self-contained, independent works of art but try to place them within a larger context. Depending on the movement, this context can be history, social, political background, nationality, and gender.

The researcher can have the context-oriented approach in the form of, for example literary history, Marxism literary, feminist literary, new historicism, and cultural studies.

As the writer, I insist that, the trinities' scheme in discovering meanings on literature as trilogy to English teaching on literature be mastered by the teachers as well as the students who study the literature.

## CONCLUSION

There are three aspects with reciprocal relevancy in the process of scientific development. In understanding literary studies, these three principalities should be comprehended; i.e. ontology, axiology, and epistemology of literary studies. Or, on the other hand, it gains understanding of circumstantial interpretative about essence of study object, target of benefit, and methodologies of literary studies systemically-systematically-comprehensively so that it can be useful as enrichment insights of literary studies.

The three scientific areas of literary studies can be derived into three branches. They are literary theory or theory of literature, history of literature, and literary criticism. The first branch is the scientific areas consisting of conceptual understandings of literature and any interrelated study areas, The second branch is the scientific areas of literary studies on historical periods of literature from time to time, and the third branch is the scientific areas of literary studies on to scrutinize, research, examine, analyze thoroughly, and to appreciate literary works by giving advantages and disadvantages of the literary works.

Literary work as object of literary research represents a human expression of a vision, mission, and consideration of some aspects of life, and literature qualifies as an art form that may be approached from three levels; the first is psychological level, the second is philosophical level, and the third is functional level

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