

ENGLISH LANGUAGE COLLOCATIONS AS FOUND IN ANNA TODD'S  
*AFTER*

SKRIPSI

*Submitted in Partial Fulfillment of The Requirement  
for The Degree of Sarjana Pendidikan (S,Pd)  
English Education Program*

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MEDAN  
2020**



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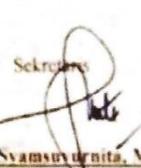
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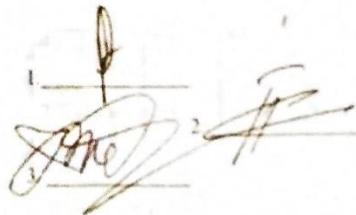


  
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## ABSTRACT

**Cyntia Oktavani Siregar, 1602050082, “English Language Collocations as Found in Anna Todd’s *After*”. Skripsi English Education Program, Faculty of Teacher’s Training and Education (FKIP), University of Muhammadiyah Sumatera Utara (UMSU). Medan 2020**

The study entitled “English Language Collocations as Found in Anna Todd’s *After*” discusses the types of collocation in English language and the dominant types in this novel. The collocations realized in the way they are to give the most natural way to say something and give alternative ways of saying something which more colourful and expressive . Research method applied qualitative descriptive. Benson and Ilson (1997) theory was used in analyzing type of collocation. Lexical collocation was chosen as the main type in this research. The sample in this study was taken from the novel by Anna Todd called *After* which one of the best selling novel in worldwide. The result of this study showed that there were 95 clauses of Adjective + noun had reached in percentage 25.40%. It showed that Adjective + noun is more used and quite easy to be collected.

Keyword : *English language, collocations, lexical collocation, novel*

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This study entitled “English Language Collocations as Found in Anna Todd’s *After*” which is a requirement for obtaining a Bachelor’s degree at the Faculty of Teacher’s Training and Education, University of Muhammadiyah Sumatera Utara.

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This thesis is far from perfect. As a human who has limited knowledge, of course, far from perfection and is not free from mistakes. Therefore, with humility, writers expect all criticism and suggestions that are built to build the reader in order to perfect this thesis further. Finally, the writer would like to thank all those who helped in completing this thesis, which the writer could not mention one by one. May Allah SWT give it back to you all of your kindness.

Medan, August 2020

The researcher

Cyntia Oktavani Siregar

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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Language occupies every part of our lives; it brings words to our thought, voice to our ideas and expression to our feelings. Every language in the world is unique and awesome. There are thousands varieties of languages in this world, one of them is English language. As we know, English language is an International Language that is required when we are going to overseas, mainly the countries that uses English language as their mother tongue, such as British, American, Australian, and etc. People use language for orally or even written by making statement, explaining report and expressing ideas.

Purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols are actually the definition of language (as cited in Sapir, 1921). Learning English means that learners must learn how native speakers use the language. For this objective, studies on English as a foreign language have been conducted covering areas such as phonetics (Dosia and Rido, 2017), writing (Kuswoyo and Susardi, 2017), and structure (Afrianto, 2017).

Language as a meaning making resource and language as ‘meaning potential’. To learn a language is to learn how to mean. Indeed, we are creatures who mean. Two ways develop the unity of the meaning of text, namely: Thematic structure in term of theme and rheme and lexical item in term of cohesion based on Halliday (1975).

Cohesion is the unity of the meaning of a text through lexical items or nonstructural properties. The function is as a tie to link one sentence to another in the text. Furthermore, According to Halliday and Hasan (1976) that cohesion is the grammatical and lexical relationship in a text or sentence (as cited in Webster, 2003).

Collocation refers to words that combine with certain other words or grammatical constructions. This means that there are words that have their pair to be put together to create natural semantic units. It can be stated that a meaningful language can also be obtained through correctly made collocation (Benson *et al*, 1997). Collocations make language sound natural to native speaker. For instance, *I usually say* the stories, they will be understood, but fluent speaker of English or Native speaker would probably say *I usually tell* the stories.

Collocation has become one the primary concerns in EFL teaching and learning (as cited in Darvishi, 2011 : 52). The lack of knowledge of collocating words properly can effect second language acquisition and make problems in the learning process (Bahardoust and Moeini , 2012). It can also be difficult for learners of English to know which words collocate, as natural collocations are not always logical or guessable. This is why the researcher want to discuss about Collocation in this thesis.

The researcher will analyze of collocations as found in the novel. It is known that the novel gives a contribution in the literature. Novel is one of literary work that dedicated the standard of how character buildings, especially those which are presented by a particular cast of the novel. In fact, reading a novel is

able to enrich our understanding in giving an exegesis about its content. Furthermore, by reading novel, brings us to know more about various human being aspects and things happen in the real life.

After the explanation above, the researcher is interested to analyze the English language collocations as found in the novel entitled “After” written by Anna Todd is chosen as the object of this thesis due to its reputation as best-selling novel.

The novel is also considered as teenager or young adult literature. Moreover, this book was also adopted into a movie with the same title in 2019. Hoped the writer bring greater impacts from the thesis, based on the explanation entitled *English language collocations as found in Anna Todd’s After*.

## **B. Identification of the Problem**

Based on the background above, various problems arise :

1. The types of collocations that were used in Anna Todd’s *After*
2. The used of collocations in Anna Todd’s *After*
3. The reason of used the collocations in Anna Todd’s *After*

## **C. The Scope and Limitation**

In this study, the researcher focused on the English language collocations as found in the novel *After*. This study attempted to analyze and explain collocations especially kind and pattern of each type that were found in the novel *After*. The main aspect of this study was to see the way to identify the collocations used in Anna Todd’s *After*.

**D. Problem of the Study**

1. What types of collocations are used in Anna Todd's *After* ?
2. How are the collocations realized in Anna Todd's *After* ?
3. Why are the collocations realized in the way they are?

**E. The Objectives of the Study**

1. to investigate types of collocations in Anna Todd's *After*,
2. to describe realization of collocations in Anna Todd's *After*, and
3. to explain the reason of realization collocations in the way they are.

**F. The Significances of the Study**

English language collocations as found in Anna Todd's *After* was expected to be successful in determining the types of collocations and the process to identification the collocations of English language. The benefits of the study are:

1. Theoritically (the results of this research supposed to enrich the reader's comprehension in collocations)
2. Practically
  - a. This research could be served as reference for the students and gave better understanding about collocation and process to identify the collocations in literary works such novel.

- b. As the additional information for the readers about the English language collocations in literary works.
- c. For others researchers who want to do the further research can use this study as the reference and relevant study in similar topic.

## CHAPTER II

### REVIEW OF LITERATURE

#### **A. Theoretical Framework**

In conducting research, It is prominent to present some theories related to this study to get the same perception between the researcher and reader. This chapter presented the reviews related theories and literature of the studies in order to give some clearer concept being applied in this study dealing with English language especially collocations. The following theories were aimed toward a clearer explanation of the research.

##### **1. Coherence and Cohesion**

The fundamental of text linguistics was laid down by Halliday and Hasan's "Cohesion in English" in 1976. In describing how a text forms a unified whole, they introduced the concept of texture. Every text includes a meaning and a message, either verbally or visually. To understand this message requires analyzing the text. A text has texture which holds the clauses of a text together to give them unity. Revealing the connection is what we call cohesion, Contextual properties, what we call coherence.

##### **a. Coherence**

The link as regarded coherence in a text that connects ideas and makes the flow of thoughts meaningful and clear for the readers, based on Castro (2004). In other words, coherence accounts for the meaningful relationship among the elements of a text, stemming from "thematic development, organization of information, or communicative purpose of

the particular discourse” (as cited in Mawardi, 2011: 7). While coherence is defined in the early studies of text linguistics as the link that contains all kinds of grammatical and semantic relationships between the sentences that form a text, over time the grammatical relationships have been evaluated under the concept of cohesion and coherence has instead been regarded as the semantic and logical linkage within the text (Toklu, 2003). According to Halliday and Hasan definition of coherence refers to the elements internal to a text which consist of registerial and generic:

#### 1. Registerial coherence

A text has registerial coherence when we can think of one situation which all the clauses of the text could occur, for example when we specify a field, mode and tenor for the collection of clauses.

The field of discourse : what is happening?

The tenor of discourse : Who is taking part in this event?

The rhetorical mode of discourse : How to use the part of language? Is it persuasive, narrative or descriptive?

#### 2. Generic coherence

A text has generic coherence when we can recognize the text as an example of a particular genre.

### **b. Cohesion**

Cohesion is set as the set of linguistic means we have available for creating texture who is based on Halliday and Hasan (1976:2). Cohesion occurs “where the interpretation of some element in the text is dependent

on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it, also the configuration of cohesion constitutes and defines a text. It incorporates the semantic, lexicogrammatical and structural resources of reference, substitution, ellipsis, conjunction and lexical cohesion. Gutwinski (1976) used the term cohesion for relationships existing between the sentences and clauses within the text. According to him, these relations occurring on a grammatical layer point to certain grammatical and lexical qualities that reflect semiotic discourse structure.

According to Halliday (1994), Grammatical cohesion, the connection between and within a text were signaled by means of grammatical elements. He divides grammatical cohesion devices into four subcategories namely, reference, substitution, ellipsis, and conjunction.

Meanwhile, Lexical cohesion is signaled by meaning of lexical elements or vocabularies which referred the used of lexical items such as nouns, verbs, adjectives, and adverbs to connect to the text consistently to its area of focus as cited in Eggins (1994: 101) which are related to each other in a text. Lexical cohesion has six types : *repetition, antonymy, synonymy, hyponymy, meronymy and collocation*. Collocation is achieved through the association of lexical items that occur regularly in the same environment (Halliday and Hasan, 1976: 284).

In this study, the writer focused on discussing and chose one of the six types of lexical cohesion namely Collocation. Many differences

definition of collocation, there must be many theories for classifying them all. For this study, the writer gave the explanation of collocation focused on the division indicated by Benson et al (1997).

## **2. Collocation**

Collocation is common term in linguistic. The term “collocation” often discussed in linguistic aspect such as semantics, morpho-syntax, lexicography, and systematic linguistics. Collocation are generally explained as a pair or group of words that consists of two or more words and are often used together. Collocations are considerably used in daily life conversations.

Many different scholars examined collocation. Starting with J. R. Firth (1957:179) is highly respected for his contributions and developing of collocations, he is widely considered father of collocation. He acquainted "collocation" for characteristics and frequently recurrent word combinations, arguing that the meaning and usage of a word can be determined by neighboring words "you shall know a word by the company it keeps". For Firth collocation is habitual co-occurrence of words like: rotten food, rancid butter. Brand ford (1967: 173) and Palmer (1972: 196) cited in (Alhalaby 2000: 7) approve of Firth in his definition of collocation and on the habitual co-occurrence of certain words, like pass and make, they occur more often with judgment and decision, passing judgment and making decision. We can't change the verbs of these collocations due to collocational restrictions.

According to Benson *et al.* (1997), collocation shows the words that combine with certain other words or grammatical constructions. This means that there are words that have their pair to be put together to create natural semantic units. It can be stated that a meaningful language can also be obtained through correctly made collocation. Besides, collocation is an important part of English since it makes the language produced naturally and meaningfully.

According to Sinclair (1991) as cited in Hamid (2008:30) collocation is the restriction of meanings of components of combination, it does not enhance or add to its meaning, but limits the meanings. For example, rancid milk is not actually one of the meanings of rancid milk, but it is delineation of milk that could be other meaning of milk yet rancid delimits it to Milk that is rancid.

According to the expert, Halliday and Hasan (1976: 285-286), consider collocation as lexical cohesion. If there is any combination of words that share “lexico-semantic” characterization ultimately has cohesive function. Collocation chains may occur the same sentence and across sentence boundaries. Examples of collocation chains are "candle, flame, flicker", "hair, comb, curl, wave", and "poetry, literature, reader, writer, style". These are also called associations by Halliday and Hasan (*ibid*). Halliday (1996) cited in (Hamid, 2008: 31) introduces two significant nature of collocation in English language, he points out: firstly he introduce matters of distance between collocated words, he argue that it

is appropriate to have intervening words between components of collocated items, claiming that in some case this gap could be one, two, three, or four words. For example the strength of his argument. Secondly: words which belong to grammatically different classes can co-occur normally. Like: argue strongly.

Furthermore, according to Gitsaki (1996:116), The co-occurrence of two items that are semantically and lexically are compatible, is not always acceptable in English language. For example adjective loud and quiet, one can say loud noise yet it is not acceptable to say quiet noise, since there is a sort of much greater likelihood of co-occurrence which depends on selectional restrictions along with semantics problems. Martynska (2004:5) defines collocation as capacity of lexical items to collocate, and establish syntagmatic connection with other words. For instance, flock, herd, school, and pride are synonyms which shows the group of Animals but they collocate only with a limited number of words: **crew of sailors, herd of cattles, school of whales, bunch of flowers.** Collocations can be difficult for learners to determine which word collocates because it sounds unlogical. There is, for example, no obvious reason why we say making friends rather than getting friends or heavy rain, not strong rain.

Combination of word will be different from each language. Every language has each way to combine a word with a certain word, which the words do not have logical relationship. The combination of words are also

cannot be predicted. Like in Bahasa Indonesia, collocation means *sanding kata*. For instance, the word of **cuci** and **basuh** which have the meaning wash in English are synonym. The word **cuci** usually collocates with plates, clothes, fruits and vegetables but word **basuh** is never used for plates, clothes, fruits and vegetables. It always paired with word **muka** 'face', **tangan** 'hand' and **kaki** 'foot'. The word muka and wajah have the meaning face in English which mean it's synonym words. The word muka collocates with human, things, appearance and word wajah is never combined with things, it always paired with word bulat, oval and other shape of face. It is also stressed by Imran (2009) that collocation is tendency of number of word which can be used together in a language.

Benson and Ilson (1986) also sorted collocations into two main groups, namely grammatical collocations and lexical collocations. The second group, on the other hand, just have different combinations of nouns, adjectives, adverbs and verbs. It excludes clauses, infinitives or prepositions. According to Benson and Ilson (1986) mentioned that eight major kinds of grammatical collocations and seven types of lexical collocations.

### 3. Types of Collocation

Hausman (1980:1010) cited in (Seretan, 13:2011) categorizes all lexical collocations into a 'base' and a 'collocator' as follow :

1) Verb + noun

(collocator) (base)

e.g : to carry insurance

2) Noun + Verb

(base) (collocator)

e.g : dogs bark

3) Adjectives + noun

(collocator) (base)

e.g : compelling argument

4) Verb + adverb

(base) (collocator)

e.g : confess frankly

5) Adverb + adjective

(collocator) (base)

e.g : hopelessly addicted

According to Hausman, the item whom meaning was not changed after collocated is called base, and the others which is chosen by the base, is called collocator. In a collocation, base chooses collocator not vice versa, and meaning of base is dominating collocated words.

For Benson (1997) divided collocations into two classes; grammatical collocations and lexical collocations (with 8 and 7 types respectively). Noun, an adjective or a verb plus a preposition or a grammatical structure such as to + infinitive or that – clause, for instance, by accident, to be afraid that and it is represented in eight basic types of grammatical collocations (1990: 9). While Lexical Collocations do not contain prepositions, infinitives or relative clauses but consist of Nouns, adjectives, verbs and adverbs. There are seven types of them. According to Benson and Ilson (1997) classified collocation as follows (cited in Martynska,2004: 3) namely, Grammatical and lexical collocation in English can be listed into some of various combinations which are provided below:

- 1) Noun + Preposition (blockade against)
- 2) Noun + to + Infinitive (a problem to do, a compulsion to do it)
- 3) Noun + That Clause (an agreement that she..)
- 4) Preposition + Noun (to somebody's advantage, by accident, at coffee shop)
- 5) Adjective + Preposition (fond of children, angry at, mad with)
- 6) Adjective + to + Infinitive (permission to go, easy to understand)
- 7) Adjective + That Clause (Imperative that I be here, mad that you are there)
- 8) Verb + to + Infinitive (began to talk)

Lexical collocations do not contain prepositions, infinitives or relative clauses but consist of nouns, adjectives, verbs and adverbs. There are 7 types of them :

- 1) Verb (which means creation/action) + Noun/pronoun/prepositional phrase (Compose music, come to an agreement).
- 2) Verb (which means eradiction/cancellation) + Noun (reject an appeal)
- 3) Adjective + Noun (strong tea, powerful woman)
- 4) Noun + Verb (bees sting, dog barks)
- 5) Quantifier + Noun (a lot of flowers, stack of pizza)
- 6) Adverb + adjectives (sound asleep, highly successful)
- 7) Verb + adverb (argue heatedly, dance gracefully)

#### **4. Novel**

Novel is kind of narrative fiction book which is written in literary prose. The word novel is considered to have been derived from the latin word novellus, Italian word novella (which meant a little new thing) and French word nouvelle. It was Boccaccio who first used the term novella storia (short tale in prose) when he first experimented writing prose.

According to *The Shorter Oxford Dictionary*, novel is “a fictitious prose narrative of considerable length in which characters and actions representative of real life are portrayed in a plot of more or less complexity” (as cited in Rees, 1973, p.10). Novel contains story which

describes human experiences or events that might have happened in real life or an imaginary idea. This kind of literary work is different from short story, poetry, drama and another genre of literature. Each of them has very much in common though theoretically was different from another. Novel has some major genres, including romance, mystery, science fiction, fantasy, westerns, horror, thriller and historical. Novel could express something freely and present the story even more detail. People will get more impressed on what the story tells them about. It can be by the genre, characterization, or the way how the author arranged the plot.

## **5. Synopsis of *After***

*After* follows the story of Tessa Young, a good girl with a sweet, reliable girlfriend back home. She's got direction, ambition, and a mother who's intent on keeping her that way. But she's barely moved into her freshman dorm when she runs into Hardin Scott, a man with his tousled brown hair, cocky British accent, tattoos and lip ring. Hardin is cute and different from what she's used to.

In the beginning of the story, newly just graduated, Tessa Young is a college girl and also has to move to her new dorm room and her boyfriend who still in high school, Noah to help her. Her mother surprised when it cracks open the small room with one side is covered in music posters of bands, the faces of them covered in piercing and their body with tattoos. In that room, she meets her roommate, Steph, a girl with bright red hair, eye lined with what looks like inches of black liner and arms covered

in colourful tattoos. Even with that appearance but Steph looks friendly. The most makes them shock is that boys inside the female dorms. They meet Steph's friends, Nate. Nate's introducing himself but not with the tall man with his hair is mop of thick waves on his head in black t-shirt. Tessa expects him to introduce himself the way that his friend did, but he stays quiet, rolling eyes in annoyance and pulling a cellphone from the pocket of his tight black Jeans. Unlike Steph and Nate, his appears to be all black, gray and white. He definitely isn't friendly as Steph or Nate. Steph and two boys then go out of the room after she said goodbye to Tessa. They may be bad influence for Tessa that made her mother is displeased and demands to change and move the room, but Tessa talks to her that it'll be fine and convince her to be okay.

The next day, Tessa meets her new Best friend, a boy named Landon in English literature class. But then, after she goes back from college and getting out of the shower, she meets Hardin Scott, a friend of Steph that she has introduced to her. Steph and her friends ask Tessa to come to the party, but Tessa rejects it. She meets Steph again the next day in the library and persuads her to attend a party in a frat house. At that party, Zed, Molly, Jace and Hardin are met by Tessa and Steph. During game Truth or Dare, it is revealed that Tessa is a virgin. Tessa is dared to kiss Hardin but it is refused by Tessa. She makes a call to Noah but she just gets judgement from her boyfriend. She frustrated by ended up the call and go around the frat house. Tessa bumps into Hardin. In literature class,

Tessa sits beside Landon and gets into debate with Hardin about Pride and Prejudice idea. Landon reveals that he and Hardin are going to be related as his mother is engaged to Hardin's father.

The next morning, Hardin approaches Tessa and insists they start over, inviting her to come with him to his favorite place, a lake. While they swim, Hardin tells her that they cannot just be friends. After that, they head to have lunch and encounter Molly and Zed, which infuriates Hardin. Tessa tells Hardin that she would like to tell Noah about them, but Hardin tells her for not doing it cause he does not date, Tessa disappointed. The next morning, Tessa is surprised by Noah with a sudden visit and she brings him to the bonfire. In a game of Suck and Blow, Jace fails in order to kiss Tessa purposely, causing a fight between him and Hardin. While Noah and Tessa sleep in her dorm, she leaves to check on Hardin, who has destroyed the house while drunk. She comforts Hardin and she finds herself alone with him in his room. The next day, she decided to go back again to her dorm and check on Noah who finds out about her relationship with Hardin and he gets heartbroken. Tessa and Hardin eventually commit to go on date, but she's threatened by her mother to cut her off financially if she keeps the relationship.

A new apartment which is bought by Hardin for both of them and they decide to attend the wedding reception of his father and Landon's mother. His father was a drunk and the men who he messed up with, assaulted his mother were revealed by Hardin, himself. Tessa comforts

him and the two head back to their apartment. Meanwhile, Tessa is bothered with text messages which has been received by Hardin from Molly. She tries to confront him, but he dismisses her and leaves. She has to go out of the apartment after waiting for him and see him at a diner with Molly, Zed, Steph, and Jace. Hardin's true intention is revealed by Molly, showing her a video from their last party. It's revealed he began pursuing Tessa cause a challenge which is made by them for Hardin to make her fall in love with him and break up with her. Tessa, shocked and heartbroken. Hardin tells her that it was before everything, before he got to know her. He announces in front of everyone that he truly loves her. But Tessa doesn't want to hear any single words of him. She runs away from him. Tessa cries while back home to reconcile herself and she has been forgiven by her mother and Noah.

After long weeks follows, Tessa cuts ties with Steph and her group of friends and eventually interviews for a program at Vance Publishing. After Literature class one afternoon, Tessa work is given by Professor Soto which was done by Hardin, saying that his essay was about her. As Tessa reads it, she is head back to the lake where she and Hardin first kissed. By the time Hardin comes and sits near her, the letter which is narrated by Hardin, saying, "You once asked who I loved the most in the world. It's you."

## 6. Biography of Anna Todd

Anna Renee Todd was born on March 20, 1989. She's the New York Times bestselling author of the *After* series : *After*, *After We Collided* (AWC), *After We Fell* (AWF) and *After Ever Happy* (AEH). She's also the author of *The Spring Girls* and *The Brightest Stars*. Always such an avid reader and she began writing stories on her phone on Wattpad, the global entertainment company and social storytelling platform for original stories, with *After* becoming the most read series on the platform with over 1.5 billion reads.

*After* has been published in over 30 languages, with more than 10 million copies sold worldwide, and is a #1 bestseller in Italy, Germany, France and Spain. Anna coproduced the 2019 film adaptation of *After*. Now, Anna lives in Los Angeles with her husband and son.

### B. Previous Relevant Studies

Studies on collocations have been conducted over the years and across the world such as Rafe and Anthony (2017), they both did study entitled *English Collocations : A Novel Approach to Teaching The Language's last Bastion*, Chia lin kuo (2009) in a journal entitled *An Analysis of The Use of Collocation By Intermediate EFL College Students in Taiwan*, Hussien Almaktary (2017), did study examine entitled *English Collocations in The Tunisian EFL Context*, Cuneyt Demir (2017), did study entitled *Lexical Collocations in English: A Comparative Study of Native and Non-native Scholars of English* ,and Beaty and Ingatan (2019) in their dissertation entitled *Observing Grammatical Collocation in Students'*

*Writings* that gave important information that's related to what the writer need to this study as well as to enrich knowledge about collocation which helped the writer accomplishing this thesis.

1. Rafe and Anthony (2017), they both did study entitled *English Collocations : A Novel Approach to Teaching The Language's last Bastion*. The objective of this study is to examine the learner's use of collocations by novel approach to learning collocations discovery of such structure in written text. This study used a field experiment pre-test/post-test paradigm. The data are taken by students in each group (control and experimental) were given the assignment of rewriting in class, two reading texts:"A Great Man" and "A Bike That Can't Be Stolen". Rafe and Anthony found that particularly,in the first text while students made 91 errors out of 167 usesof collocations in their pre-tests, they made 83 errors out of 175 usesof collocations in their post-tests. In the second text, while studentsmade 79 errors out of 115 uses of collocations in their pre-tests, they made 75 errors out of 126 uses of collocations in their post-tests. This study reports on result where a writing course instructor raised an experimental group's awareness of the existence of collocations and provided students with adequate practice of it.
2. Chia lin kuo (2009) in a journal entitled *An Analysis of The Use of Collocation By Intermediate EFL College Students in Taiwan*. The objectives of this study are giving suggestions to teacher to help students work on certain errors. The collocations here are identified based on

Benson (1986). This study used of collocation qualitative and quantitatively method, who were treated from a qualitative perspective and at the same time their frequency and accuracy was calculated quantitatively. Firstly, 98 written paragraphs were collected in a real class setting. During the time of data collection, the class teacher was teaching process writing, materials collected were students actual writing assignments . 98 writing samples under two topics written by 49 students were collected. Error analysis is adopted in this work to provide a measure of students' learning. The subject of this study are college students who major in English and have enrolled in a private language school for 4 years. The writer found that 17.63% of collocation usages were inappropriate. Three major types of errors were identified. Approximation was found to be more frequent (49.18%) compared to synonym errors (31.15%) and negative transfer errors (19.67%). Analyses of sources of error are provided.

3. Hussien Almaktary (2017), did study examine entitled *English Collocations in The Tunisian EFL Context*. The objectives of this study is to find out and identifying the sources of violations in their using English collocations and Correlating learners' level of collocation competence to their English oral and writing performance. This study used quantitavie and qualitative instrument. The participants recruited in the study were 84 Tunisian EFL learners doing their second and third year of the EFL program at the Higher Institute of Applied Languages and Computer Sciences, Béja, Tunisia. They were 20 males and 64 females, aged

between 19 and 23. As the result, the respondents' highest score was that of the phrasal verbs type with a percentage of 71% and 69 % followed by adjective + noun (61%), verb + noun (52%), adjective + preposition (51%), Noun + noun (46%), verb + adverb (42 %), and adverb+ adjective (35%) respectively.

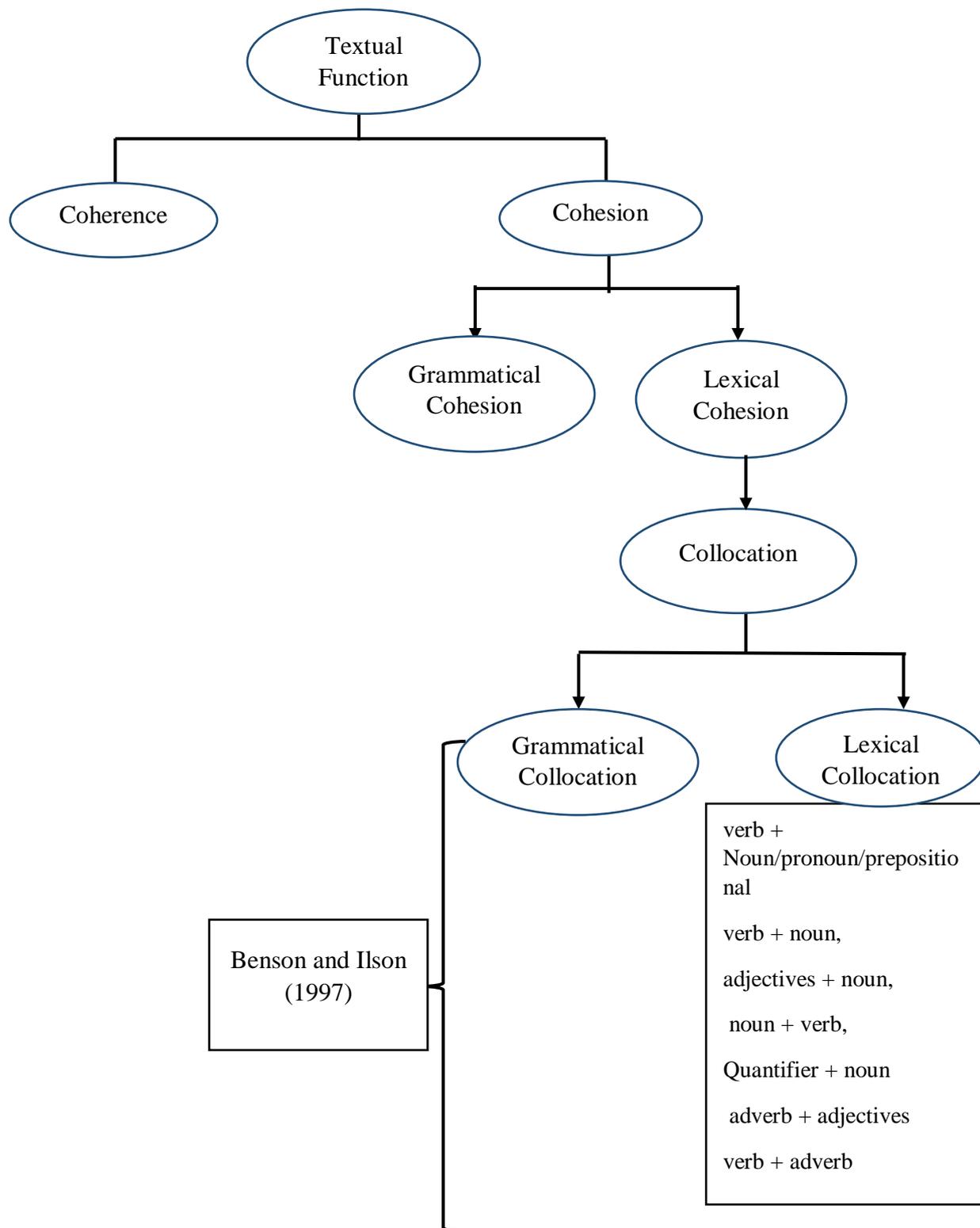
4. Cuneyt Demir (2017), did study *entitled Lexical Collocations in English: A Comparative Study of Native and Non-native Scholars of English*. The objective of this study is to investigate the use of English lexical collocations in the texts written by native writers of English (NW) and non-native writers of English (NNW), and to examine whether there are any statistically significant differences between NW and NNW in terms of employing collocations in their written productions. This study used descriptive method mainly focused on the study lexical collocations to non-native writers' academic writing. The findings were classified based on theory of Benson and Ilson (1986). The research found that native authors are superior to Turkish authors in numbers in total with 1548 lexical collocations. While adjective + noun is the category with the highest number of collocation usage (881), verb + adv./adj is the category which holds the lower number of lexical collocations (153).
5. Beaty and Ingatan (2019) in their dissertation entitled *Observing Grammatical Collocation in Students' Writings*. The objectives of this study is to describe the types of grammatical collocation errors produced by English learners in their writings. This study used a

qualitative method for collecting and analyzing the data. The findings were then classified according to the theory proposed by Benson et al. (1997). The data were taken from first-year students' essays. Collocations from fifteen essays were collected and analyzed. As the standard for the collocations being analyzed, The Oxford Collocation Dictionary and The BBI Combinatory Dictionary of English were used by the writers. The writer found that the total errors found were 35 collocation errors and the most dominant type of errors found is Adjective + Preposition collocation with a total of 15 errors. The second dominant is Verb + Preposition with a total of 10 errors. The third is Noun + Preposition with a total of 4 errors and the fourth is Preposition + Noun collocation with a total of 4 errors. The type of collocation about which the students made the least errors is Noun + To Infinitive with a total of 2 errors. These all show that the students have more difficulties in using prepositions than the other grammatical constructions such as infinitive and that clause since there is no error found about Noun + That Clause, Adjective + To Infinitive, and Adjective + That Clause.

### C. Conceptual Framework

In conducting this research, there were some concepts that must be considered such as the theory that related to the problem discussed in this study. The concepts were based on expert ideas. One of the part discussions that still lack in English language is Collocation. The collocation means a pair or group of words that consists of two or more words and are often used together. It is important to identify the English language collocation words to produce the good sentence and enrich the knowledge in the types of collocation words.

The researcher analyzed every word, clauses and even sentences that contain of collocations. In answering first question about what types of collocations that are used in *After* novel, a categorization prepared by Benson and Ilson (1997) divided lexical collocation into seven types, namely verb + Noun/pronoun/prepositional, verb + noun, adjectives + noun, noun + verb, Quantifier + noun, adverb + adjectives and verb + adverb, then to elaborate the answer of the question “how to describe realization of collocations in Anna Todd’s *After* using theory of J. R. Firth (1957), and to clarify why collocations realize in the they are because collocations provide us the natural way to say something and improve our style in writing.



## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. The Research Design**

This research conducted using qualitative descriptive method. According to Creswell (2014: 4), qualitative research is a process of scientific research that is intended to understand human problems. According to Ricoeur (1981) in exploring types of qualitative inquiry, it is evident that most qualitative researchers first identify a text or social object that is suitable for analysis, even if it is a visual text such as a movie or photograph. Even visual images representing social life and or social actions can be read as written text and presented the result of analyzing processes in the form of words, phrases, clauses and sentence instead of numeric data.

In this research used a document or content analysis as research design. Content analysis is a generic name for a variety of ways for conducting systematic, objective, quantitative, and or qualitative textual analysis that involves comparing, contrasting, and categorizing a set of data primarily to test hypotheses. Content analysis could also as the systematic investigation of written or recorded communication in order to figure out, identify and analyze the relation of words, sense, characters, sentences, concepts or common themes. In this case, the researcher chosed and focused to the material. The material may be textbook, letters, tapes, diaries, films, reports or other documents. The researcher attempted to analyze the used of collocation in Anna Todd's *After*.

## **B. The Source of Data**

The source of data was *After* novel. *After* is a novel written by Anna Todd. The data of this research were in the design of text (word, phrases, clauses or sentence). This novel is divided into 98 chapters that consisting of 593 pages. The pages used interval method by totally into 20 parts which got 520 pages. The data of this research concerned of lexical collocation. This research classified the types of English collocations.

## **C. The Technique of Collecting Data**

This study had data which collected by applying documentary technique suggested by Begdan and Biklen (1992) which the data supported the intended research question. According to Bailey (1994), the used of documentary referred to the analysis of documents that contain information and evidence about the phenomenon study. The researcher accumulated the data using documentary technique, especially content analysis. This research applied the documentary because of the data of this study was written or text based, specifically texts of the novel *After* by Anna Todd in 2014. The data were taken from the Anna Todd's *After*.

## **D. The Technique of Data Analysis**

After collecting the data, the researcher analyzed the whole data obtained. In this study, the data were analyzed by using interactive model (Miles and

Huberman 1994:10) in analysis process involving data collection, data condensation, data display and also drawing conclusion as described below :

#### 1. Data Collection

This refers to the process of collecting the whole data. In This stage, the researcher collects all of data in *After* novel.

#### 2. Data Condensation

This intend to the process of selecting, focusing, simplifying, abstracting and transforming the data. In the process of selecting and focusing, word or phrase which contains of collocations was selected by using interval method for the chapters from the novel *After* in order to make sure whether it's suitable as the data.

In the process of simplifying the types of collocations were given some codes to make them easier to be identified or classified in each type. The researcher made them into tables line with each type by categorizing the words that contained of Lexical collocations.

The next stage is the process of abstracting, the researcher described the data analysis in the tabulation with the research findings in this research of data.

The last stage is transforming. The research use tables to display the data analysis and draw the conclusion from the data by making the summary of types collocations that used in *After* novel.

### 3. Data Display

According to Miles, Huberman and Saldanas (2014) suggested that great display data, in the form of tables, charts, and other graphical format are important. In this stage, data was made, compressed assembly of evidence that allows conclusion drawing and action. In this study the words or phrases that contain of collocations were displayed to classify the types. This can be seen in the form of table and showed clearly explanation.

### 4. Drawing conclusion

This is the last stage, drawing conclusion steadily thought out the course of the study. The data that has been collecting through all the process were drawn into conclusion. The researcher was likely to write her result of documentation of the novel.

## CHAPTER IV

### DATA ANALYSIS AND FINDINGS

#### A. Data Collection

The data collection of this research were taken from clauses of *After* novel by Anna Todd. The clauses found in the novel were seven types of lexical collocations namely verb (action) + noun/pronoun/preposition, verb (eradiction/cancellation) + noun, adjectives + noun, noun + verb, quantifier + noun, adverb + adjectives, and verb + adverb based on Benson and Ilson (1997).

#### B. Data Analysis

The analyzing of data apply with some steps proposed by Miles and Huberman theory, which are : data condensation, data display and verification or drawing conclusion. Those steps are used to describe the three problems of this research, there are : what types of collocations are used in Anna Todd's *After*, How are the collocations realized in Anna Todd's *After* and Why are the collocations realized in the way they are.

##### 1. Types of Collocation in Anna Todd's *After*

After following the process of data analysis, the writer found there are collocations. These seven types of lexical collocation in the data, Verb (action) + noun/pronoun/preposition, were found 83 clauses, verb

(eradiction/cancellation) + noun, were found 26 clauses, Adjective + noun, were found 95 clauses, noun + verb, were found 28 clauses, quantifier + noun, were found 24 clauses, adverb + adjective were found 71 clauses and verb + adverb were found 48 clauses.

The types of collocations used in Anna Todd's *After* are presented in Table 4.1

No	Types of Collocations	Total	Percentage
1.	<b>Verb (action) + noun/pronoun/preposition</b>	83	22.20%
	a. Brim over my eyes		
	b. Grabbing a sprinkled		
	c. Fight my temper		
2.	<b>Verb (eradication/cancellation) + noun</b>	26	0.070%
	a. Avoid conversation		
	b. Decide against it		
	c. Divert attention		
3.	<b>Adjectives + noun</b>	95	25.40%
	a. Hateful person		
	b. Sour tone		
	c. Frantic mind		
4.	<b>Noun + verb</b>	28	0.075%
	a. Phone rings		
	b. Voice echoes off		
	c. Bubbles grow		
5.	<b>Quantifier + noun</b>	24	0.064%
	a. The pieces of metal		
	b. Dozen of flowers		
	c. Stack of pizza		
6.	<b>Adverb + adjective</b>	71	18.98%
	a. Outrageously high		
	b. Sound terrible		

	c. Dangerously close		
7.	<b>Verb + adverb</b>	48	12.83%
	a. Smiles sweetly		
	b. Dressed professionally		
	c. Shrug appologetically		
<b>TOTAL</b>		<b>374</b>	<b>100%</b>

Based on the table 4.2, the writer found the types of collocation that most frequently used in novel *After* percentage of Adjective + noun which has 95 clauses (25.40%) followed by Verb (action) + noun/pronoun/preposition has 83 clauses (22.20%) , Adverb + adjectives has 71 clauses (18.98%), Verb + adverb has 48 clauses (12.83%), Noun + verb has 28 clauses (0.075%), Verb (eradication/cancellation) + noun has 26 clauses (0.070%) and Quantifier + noun which has 24 clauses (0.064%) respectively.

Then, there are some examples of lexical collocations types were found in the clauses of *After* below :

### 1. Verb (action) + noun/pronoun/preposition

#### Data 170

The night before comes **flooding into my mind**

As mentioned above, verb **flooding** collocates with preposition **into** and pronoun **my mind**.

**Data 240**

He **nods in agreement** with the sentiment

Verb **nod** collocates with the noun **agreement**.

**Data 498**

I think i have **earned the privilege**

As mentioned above, **earned** as the verb collocates with noun **the privilege**.

**2. Verb (eradiction) + noun****Data 45**

Attempting to **avoid conversation**

The collocation of this sentence **avoid conversation** because **avoid** is functioned as the verb (meaning eradication) , **conversation** as the noun.

**Data 235**

I ask to **divert attention** from Hardin.

As mentioned above, the collocation of this type is in the sentence **divert attention** because **divert** is functioned as the verb (meaning eradication) and **attention** is the noun.

**Data 513**

I almost decline her offer

The collocation from this sentence **decline offer** because **decline** is functioned as the verb (cancellation) and **offer** as the noun.

**3. Adjective + noun****Data 5**

I just need a decent roommate

The collocation is **decent roommate** because the word **decent** is function as the adjective and **roommate** as the noun. **Decent** has the same meaning with **worthy**, but the word **decent** is the most suitable word to collocate with the word **roommate**.

**Data 82**

By a girl asking for intricate direction

In the second sentence, the collocation is **intricate direction** which the word **intricate** is the adjective and **direction** as the noun. **Intricate** here has the same meaning with the word **difficult**, but Anna Todd prefer to the word **intricate** collocating with **direction**.

**Data 172**

I am terrible person for doing this to him

The third sentence, the collocation is **terrible person** which the word **terrible** as the adjective and **person** as the noun. **Terrible** here has

the meaning with **horrible** but **terrible** is the most suitable to explain human.

#### 4. Noun + verb

##### Data 175

His **voice echoes off** the wall

The first collocation in sentence above is **voice echoes off** which the noun is **voice** and the verb is **echoes off**. The word **echoes off** is suitable with the **voice**.

##### Data 216

My **alarm goes off** too early

The second collocation above is **alarm goes off** which the noun is **alarm** and the verb is **goes off**. This explain the characteristic of the thing.

##### Data 338

Her **phone beeps**

The third sentence collocation of this type is **phone beeps** which **phone** as the noun and **beeps** as the verb. **Beep** has similar meaning with **sound** but **beeps** is more appropriate to be collocated by **phone**.

#### 5. Quantifier + noun

##### Data 27

The **stacks of pizza boxes** fill the countertops.

The first collocation in sentence is **stacks of pizza boxes**. This type which is **stacks** of categorized as quantifier and **pizza boxes** as the noun.

#### **Data 80**

We browse through a **bunch of stores** .

The second collocation in sentence **bunch of stores** which is **bunch** as part of quantifier and **stores** as the noun.

#### **Data 516**

To get a good **amount of work** done.

The third collocation that writer found in sentence, it is **amount** which is categorized as many or being part of quantifier and **work** as the noun.

### **6. Adverb + adjective**

#### **Data 15**

I try to **sound authoritative**

In this first sentence, the collocation is **sound authoritative** because the word **sound** is functioned as the adverb and **authoritative** as the adjective.

#### **Data 213**

Can I ask you something and you will be **completely honest**?

In this second sentence, the collocation is **completely honest** which **completely** is the adverb of manner that emphasize **honest** as the adjective.

#### **Data 443**

The jacket is surprisingly warm.

The third sentence, the collocation is **surprisingly warm** where **surprisingly** as the adverb of manner and suitable with **warm** as the adjective.

### **7. Verb + adverb**

#### **Data 238**

He puts his hand on my back and rubs gently.

In the first sentence, collocation is **rub gently** which rub as the verb and gently is the adverb. Therefore, rub and gently is suitable.

#### **Data 264**

Hardin disappears momentarily.

In the second, collocation is **disappears momentarily** which **disappears** as the verb and **momentarily** is the adverb.

#### **Data 391**

Karen proclaims cheerily

In the third sentence, collocation is **proclaims cheerily** which **proclaims** as the verb and **cheerily** as the adverb.

## 2. Describing the realization of collocations in Anna Todd's *After*

There are seven types of lexical collocation by Benson and Ilson (1997) namely, verb (action) + noun/pronoun/preposition, verb (eradiction/cancellation) + noun, adjectives + noun, noun + verb, quantifier + noun, adverb + adjectives, and verb + adverb. There are four main that actually used and to realization the collocation in the novel *After*, namely

1. Verb
2. Adjective
3. Noun
4. Adverb

### 1. Verb. There are three types consists of a verb which collocate with :

#### 1) Verb (action) + noun/pronoun/preposition :

This type consists of a verb denoting excogitation or activation and noun/pronoun/preposition, for example :

- a. Data 58

My eyes **scan the pages**

- b. Data 85

I **grab my books** and lay them

- c. Data 107

He **turns off the trail** and goes..

d. Data 136

But I **snatch the key** from his hand

e. Data 171

Hair is **sprawled onto the pillow**

f. Data 203

He **agrees to accompany** to the bonfire Data 203

g. Data 210

I **steal an opportunity** to take in

**2) Verb (eradication/cancellation) + noun :**

This lexical collocation is called the verb as eradication/cancellation followed by noun, for example :

a. Data 139

But he **recoils the touch**

b. Data 235

I ask to **divert attention** from Hardin

c. Data 242

Figuring it best just to **dodge the dating question**

d. Data 265

If Hardin is going to **break the silence**

e. Data 513

I almost **decline her offer**

### 3) Verb + adverb

This types of lexical collocation is using verb followed by adverb, for example :

a. Data 80

I **listen intently** and tell him

b. Data 200

I hear him **chuckle quietly**

c. Data 214

I would **answer truthfully**

## 2. Adjective, can be collocated with:

### Adjective + noun

a. Data 105

Hardin is a **good guy**, sometimes

b. Data 184

Her **tiny arms** around me

c. Data 185

He has a **blue-purple ring**

d. Data 186

They didn't have any **sentimental value**

e. Data 210

There is no **soft crinkle** in his forehead

f. Data 242

I give her **warm smile**

g. Data 494

The **poor man** gulps and nod

3. **Noun. There are two types of collocation which noun can be collocated with:**

**1) Noun + verb**

The verb names an action characteristic of the person/things designed by the noun, for example :

a. Data 41

When Steph's **alarm goes off**

b. Data 210

Your **phone is going off**

c. Data 451

Then notice my **phone buzzing**

d. Data 454

I hear Hardin's **boot stomping**

**2) Quantifier + noun**

This type of collocations indicates the unit which single member belongs, for example :

a. Data 57

I see that the **group of my friends**

b. Data 80

He gestures toward a **group of adult**

We browse through a **bunch of stores**

c. Data 171

Beautiful despite the **pieces of metal** in his face

d. Data 188

Pink hair and **pounds of eyeliner**

e. Data 391

Ken sits with **stack of folder**

f. Data 473

What looks like a **piece of paper**

#### 4. Adverb. There are two types of collocation that use Adverb :

##### 1) Adverb + adjective

The meaning of adverb in this combination is such “very”, for example :

a. Data 80

But he is too **unflatteringly kind**

b. Data 160

Close at his **surprisingly gentle** touch

c. Data 184

I feel **completely alone**

d. Data 217

That keeps me **constantly afraid**

e. Data 225

But **thankfully silent**

f. Data 226

He **sounds incredulous**

g. Data 494

We have stepped into **completely different**

## 2) Verb + adverb

Data 264

a. Hardin **disappears momentarily**

Hardin **waits impatiently**

b. Data 328

I **shove him backward**

c. Data 368

He **blinks rapidly** as if trying to process the word

## 3. The reason of realization collocation in the way they are

The writer has found there are lexical collocations in *After* novel which has 593 pages which divided into 20 by using interval method became 520 pages . The most frequently and dominant in this type is Adjective + noun reaches 25.40% which has 95 clauses. Actually the collocations realized in the way they are to:

- 1) Provide us the natural way to say something.
- 2) Give alternative ways of saying something which more colourful and expressive.
- 3) The novel *After* by Anna Todd as the source of the writer to get the data and analyze the clauses to help avoid misunderstanding of using it for readers.

### C. Findings

Having all the data has been analyzed based on the three reaserch problem, the findings are described as the following :

1. It was found there are seven types of lexical collocations by Benson and Ilson (1997) found in *After* novel, there are : verb (action) + noun/pronoun/preposition, were found 83 clauses, verb (eradiction/cancellation) + noun, were found 26 clauses, Adjective + noun, were found 95 clauses, noun + verb, were found 28 clauses, quantifier + noun, were found 24 clauses, adverb + adjective were found 71 clauses and verb + adverb were found 48 clauses.
2. The realization of collocation in the novel *After* are using the theory of J.R.Firth whom introduced collocation for characteristics and frequently recurrent word combination and usage of a word can be determined by neighboring's words, such as verb (action) + noun/pronoun/preposition (scan the pages, snatch the key,.. etc), verb (eradication/cancellation) + noun (recoils the touch, break the silence,..etc), adjective + noun (warm smile, soft crinkle,..etc), noun + verb (alarm goes off, boot stomping,..etc), Quantifier + noun (piece of paper, stacks of pizza,..etc), adverb + adjective (unflinchingly kind, completely alone,..etc) and verb + adverb (wait impatiently, answer truthfully,..etc)

3. It was found there are lexical collocations in *After* novel which has 520 pages and divided into 20 by using interval method. The most frequently and dominant in this type is Adjective + noun reaches 25,40% which has 95 clauses. The collocations realized in the way they are to give the most natural way to say something, give alternative ways of saying something which more colourful and expressive.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzed whole data, there are some conclusions that are concluded by the writer, they are as follows :

1. Collocation is a pair or group of words which consists of two or more words and are often used together to create natural semantic units which can make language sound natural to native speaker. The use of collocation gives alternative ways of saying something which more colourful and expressive. According to Benson and Ilson (1997), they divided collocation into two kinds, namely : grammatical collocation and lexical collocation. In this research, the writer are using lexical collocation as the main data. The data was taken from the *After* novel by Anna Todd.
2. There are seven types of lexical collocation based on Benson and Ilson (1997), they are : verb (action) + noun/pronoun/preposition, verb (eradiction/cancellation) + noun, adjectives + noun, noun + verb, quantifier + noun, adverb + adjectives, and verb + adverb. The writer found the types of collocation percentage are Adjective + noun which has 95 clauses (25,40%) and Verb (action) + noun/pronoun/preposition has 83 clauses (22,20%) followed by Adverb + adjectives has 71 clauses (18,98%), Verb + adverb has 48 clauses (12,83%), Noun + verb has 28

clauses (0,075%), Verb (eradication/cancellation) + noun has 26 clauses (0,070%) and Quantifier + noun which has 24 clauses (0,064%).

3. The dominant types of lexical collocation that is used in *After* novel are Adjective + noun which has 95 clauses (25,40%). This the most dominant in percentage that the writer has found in the *After* novel.

### **B. Suggestion**

The writer gives suggestion for the future references as the following points :

1. The writer suggests to readers who want to do analysis the collocation to be more carefully because it's not as simple as we think to analyze the collocation. Each types of collocation has their own rule and pattern. There are many sentences that we think part of collocation types but in fact it couldn't be as the collocation.
2. The writer gives a suggestion for readers who want to choose collocations and more enjoy to analysis, choose what you like as the object. One of the reason why the writer choose *After* novel as she loves it and has the interest of reading novel.
3. The writer are aware that this thesis is stil far from perfectness because the limit of her knowledge and ability in collecting the types of collocations. However, the writer hopefully could welcome and pleasantly accept the good criticism to make all the contains in this thesis so much better.

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## APPENDIX

APPENDIX I : The table of lexical collocations in *After* novel

No	Types	Collocation	Total
1	Verb(action) + noun/pronoun/preposition	Counting the lines. hurries out the door, stared out the window, wipe over my dress, lift into arm, draping body, deal with a scene, take a swig, scan the pages, play favourite, ignites body, burry head, lives here, grab my books, pushing up off the bed, reach across, turn off the trail, catch eyes, fumble words, raises eyes, snatch the key, flooding into mind, sprawled onto the pillow, pat down the stairs, stayed the night, concern on face, got off the phone, brushes hair, made a decision, agree to accompany, steal an opportunity, pull the blanket, break eye contact, drive home, rush out the back door, swallow the sting, soak face, snakes fingers, nod in agreement, pull into hug, pick up the cloth, checking the mirror, brim over my eyes, cup my	83

		<p>cheek, take a nap, rake the hair brush, raises eyebrows, discern a motive, muster a smile, drawing to whisper, offer a ride, rearranged the syllabus, go into conversation, offer a drink, wipe eyes, dissolve the ache, run index fingers, climb out of bed, complete my assignment, hide smile, crossing arm, making conversation, squish cheek, locks the door, need the sleep, grabbing a sprinkled, pluck the note, step onto the elevator, burst into the room, attracting an audience, pats shoulder, make a move, spill a drink, hands the key, entertaining to watch, take face, earn the privilege, mop the floor, offer to pay, fight my temper, offer an explanation</p>	
2	<p>Verb (eradiction/cancellation) + noun</p>	<p>Toss it back, mock me, seem unbearable, avoid conversation, ignore the chuckle, throwing stuff, shake head, ignore the fire, slams the bottle, recoils the touch, controversy this information, decide against it, void for the reason, divert attention, dodge the dating question, break the silence, yank</p>	26

		the door, refuse to be that girl, avoid focusing, tore the book, disengage the bomb, avoid argument, faucet creaks, decline her offer,	
3	Adjective + noun	Decent roommate, unfriendly man, subtle acknowledgement, smooth dress, sweet guy, plain room, crude comment, intricate direction, sour face, strange behavior, good relationship, wet head, plain dinner, high ambitions, slopped yard, terrible person, great lawn, disgusting person, hateful person, terrible mistake, soothe the pain, tiny arm, good guy, blue purple ring, sentimental value, blazing eye, aggressive music, friendly text, sappy movie, funny line, soft crinkle, pink lips, convenient excuse, smooth voice, frantic mind, annoying girl, good idea, charming smile, subtle gesture, cold eyes, great opportunity, warm smile, decent mood, nice departure, soaking grass, horrified expression, sour tone, glistening body, large breathe, strange equipment, ridiculous game, flirty smile, encouraging	95

		<p>smile, numb emotions, random bedroom, hot tears, huge wave, sweaty face, adorable laugh, cheesy comedy, small jokes, beautiful girl, menacing smile, sweet girl, dazzling smile, great family, dark eye, wiked smile, good authority, unfamiliar ringtone, simple comedy, valid argument, young man, gentle voice, cheery voice, strong dislike, cute college girl, cocky smirk, elderly woman, terrible idea, adolescent title, single thing, crowded house, dark yard, big mouth, deep vein, amazing job, small apartment, massive smile, polite person, delicious pizza, deep jealousy, small interruption, poor guy, weak smile.</p>	
4	Noun + verb	<p>My mother huffs, she spits out, phone buzzes, she snarks, mouth drops, he indicated, alarm goes off, tears come, blood boils, cheeks heat up, mind replays, heart drops, phone ringing, tree are swaying back and forth, voice echoes off, voice is shaky, Hardin barks, phone is going off, bubble grow, stomach flutter,</p>	28

		woman's voice rings, raindrops tickle, phone beeps, fire ignites, ears are buzzing, phone vibrating, music bumping, booth stomping	
5	Quantifier + noun	Half the night, enough money, three-quarter length, stacks of pizza boxes, half the day, two big drinks, a bunch of preppy rich kids, a bunch of stores, a group of adults, stack of textbooks, the pieces of metal, plenty of other girls, pounds of eyeliner, few nice thing, mound of food, plenty of time, a group of scantily girls, mound of wood, few random guys, dozen of flowers, stack of folders, piece of paper, amount of work, pieces of puzzle.	24
6	Adverb + adjective	Slightly nervous, outrageously high, sounds terrible, neatly folded, sound authoritative, heavily intoxicated, gently hold, rudely clears, barely audible, sound surprised, swiftly close, agonizingly slow, unfalteringly kind, obviously catching, perfectly warm, fairly deserted, snidely say, completely	71

		<p>belligerent, practically forced, sounds honest, completely alone, obviously proud, very attractive, quickly recover, sound simple, completely honest, fairly hideous, constantly afraid, surprisingly tell, sound great, thankfully silent, sound incredulous, seem tedious, seem very fond, sound needy, newly acquired, faintly aware, pleasantly surprised, sound strange, little silly, sound lovely, oddly comfortable, sound good, peacefully shining, dangerously close, seriously insane, little busy, sound nonchalant, immediately like, genuinely happy, sound unsure, desperately afraid, slightly annoyed, little disoriented, surprisingly humble, little nervous, sounds mad, supposedly despise, uncharacteristically nice, obviously proud, beyond nervous, absolutely adores, loud thud, sounds serious, seems relieved, immediately relax, completely modern, awfully cooperative, obviously</p>	
--	--	--	--

		embarrassed, mentally prepared.	
7	Verb + adverb	Lifting slightly, shrugs apologetically, smiles sweetly, look away quickly, snore unattractively, says mockingly, shift uncomfortably, say quickly, think clearly, ask calmly, listen intently, shrug playfully, yell nervously, moves slowly, sit patiently, sigh loudly, say forcefully, chuckle quietly, watch silently, answer truthfully, stares angrily, started suddenly, rub gently, smiled appreciatively, offer sweetly, pumping rapidly, recover quickly, states plainly, disappear momentarily, smiles kindly, honks lightly, chuckle nervously, giving up completely, shove backward, warn sweetly, ruined essentially, chased off emotionally, writes back immediately, blinks rapidly, nod slowly, roll over slowly, proclaims cheerily, remember correctly, dressed professionally, jump slightly, leave shortly, frown comically, go entirely.	48

**Table1. Data Analysis of types of lexical collocations**

**1. Verb (action) + noun/pronoun/preposition**

**Data 170**

The night before comes **flooding into my mind**

**Data 240**

He **nods in agreement** with the sentiment

**Data 498**

I think i have **earned the privilege**

**Data 58**

My eyes **scan the pages**

**Data 85**

I **grab my books** and lay them

**Data 107**

He **turns off the trail** and goes..

**Data 136**

But I **snatch the key** from his hand

**Data 171**

Hair is **sprawled onto the pillow**

**Data 203**

He **agrees to accompany** to the bonfire Data 203

**Data 210**

I **steal an opportunity** to take in

## 2. Verb (eradication/cancellation) + noun

### Data 45

Attempting to avoid conversation

### Data 235

I ask to divert attention from Hardin.

### Data 513

I almost decline her offer

### Data 139

But he recoils the touch

### Data 242

Figuring it best just to dodge the dating question

### Data 265

If Hardin is going to break the silence

## 3. Adjective + noun

### Data 5

I just need a decent roommate

### Data 82

By a girl asking for intricate direction

### Data 172

I am terrible person for doing this to him

### Data 105

Hardin is a good guy, sometimes

**Data 184**

Her **tiny arms** around me

**Data 185**

He has a **blue-purple ring**

**Data 186**

They didn't have any **sentimental value**

**Data 210**

There is no **soft crinkle** in his forehead

**Data 242**

I give her **warm smile**

**Data 494**

The **poor man** gulps and nod

**4. Noun + verb**

**Data 175**

His **voice echoes off** the wall

**Data 216**

My **alarm goes off** too early

**Data 338**

Her **phone beeps**

**Data 210**

Your **phone is going off**

**Data 451**

Then notice my **phone buzzing**

**Data 454**

I hear Hardin's boot stomping

**5. Quantifier + noun**

**Data 27**

The stacks of pizza boxes fill the countertops.

**Data 80**

We browse through a bunch of stores .

He gestures toward a group of adult

**Data 516**

To get a good amount of work done.

**Data 57**

I see that the group of my friends

**Data 171**

Beautiful despite the pieces of metal in his face

**Data 188**

Pink hair and pounds of eyeliner

**Data 391**

Ken sits with stack of folder

**Data 473**

What looks like a piece of paper

## 6. Adverb + adjectives

### Data 15

I try to sound authoritative

### Data 213

Can I ask you something and you will be completely honest?

### Data 443

The jacket is surprisingly warm.

### Data 80

But he is too unflatteringly kind

### Data 160

Close at his surprisingly gentle touch

### Data 184

I feel completely alone

### Data 217

That keeps me constantly afraid

### Data 225

But thankfully silent

### Data 226

He sounds incredulous

### Data 494

We have stepped into completely different

## **7. Verb + Adverb**

### **Data 238**

He puts his hand on my back and **rubs gently**.

### **Data 264**

Hardin **disappears momentarily**

### **Data 391**

Karen **proclaims cheerily**

### **Data 80**

I **listen intently** and tell him

### **Data 200**

I hear him **chuckle quietly**

### **Data 214**

I would **answer truthfully**



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Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Cynthia Oktavani Siregar  
 NPM : 1602050082  
 Program Studi : Pendidikan Bahasa Inggris

IPK = 3,57

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	English Language Collocations as Found in Anna Todd's <i>After</i> .	
	An Analytical of Directives Act Used in Susi Pudjiastuti Speech.	
	An Analytical of "Kick Andy's Show" Focusing on Speech Act between Andy and The Guest	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020

Hormat Pemohon,



Cynthia Oktavani Siregar

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- Untuk Mahasiswa yang bersangkutan



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 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

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 NPM : 1602050082  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

English Language Collocations as Found in Anna Todd's *After*

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Prof. Amrin Saragih, MA, Ph.D  
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

acc PF

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 17 April 2020  
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FORM K 3

Nomor : 779/II.3/UMSU-02/F/2020  
Lamp. : ---  
Hal : **Pengesahan Proposal dan  
Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Cyntia Oktavani Siregar**  
N P M : 1602050082  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : English Language Collocations as Found in Anna Todd's *After*  
Pembimbing : **Prof. Amrin Saragih, MA.,Ph.D**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Dahuarsa tanggal : **7 Mei 2021**

Medan, 14 Ramadhan 1441 H  
07 Mei 2020 M

Wassalam  
Dekan

  
**Dr. H. Elfrianto, S.Pd, M.Pd.**

Dibuat Rangkap 4 :  
1. Fakultas (Dekan)  
2. Ketua Program Studi  
3. Dosen Pembimbing  
4. Mahasiswa yang bersangkutan  
**(WAJIB MENGIKUTI SEMINAR)**



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### PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Sumatera Utara Strata – I bagi :

Nama : Cyntia Oktavani Siregar  
NPM : 1602050082  
Program Studi : Pendidikan Bahasa Inggris  
: English Language Collocations as Found in Anna Todd's  
Judul Skripsi *After*

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapatizinkan  
untuk melaksanakan riset di lapangan.

Diketahui Oleh :

Diketahui/Disetujui Oleh  
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum

Pembimbing

Prof. Amrin Saragih, MA., Ph.D

## SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Cyntia Oktavani Siregar  
N.P.M : 1602050082  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : English Language Collocations as Found in Anna Todd's *After*

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 07 Agustus 2020

Hormat saya

Yang membuat pernyataan,



Cyntia Oktavani Siregar

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**Fakultas Keguruan dan Ilmu Pendidikan**

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**PERMOHONAN UJIAN SKRIPSI**

Kepada Yth :

Medan, 07 Agustus 2020

Bapak/Ibu Dekan \*)  
di  
Medan

**Assalamu'alaikum Wr. Wb**

Dengan hormat, saya yang bertanda tangan di bawah ini:

Nama : **CYNTIA OKTAVANI SIREGAR**  
NPM : 1602050082  
Program studi : Pendidikan Bahasa Inggris  
Alamat : Jl. Nusa Indah No. 54

Mengajukan permohonan mengikuti ujian skripsi, bersama ini saya lampirkan persyaratan:

1. Transkrip/Daftar nilai kumulatif (membawa KHS asli Sem 1 s/d terakhir dan Nilai Semester Pendek (kalau ada sp). Apabila KHS asli hilang, maka KHS Foto Copy harus dileges di Biro FKIP UMSU).
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7. Foto copy kompetensi kewirausahaan 3 lembar
8. Surat keterangan bebas perpustakaan
9. Surat permohonan sidang yang sudah ditanda tangani oleh pimpinan Fakultas
10. Skripsi yang telah ACC Ketua dan Sekretaris Program Studi serta sudah ditandatangani oleh dekan fakultas.

Demikianlah permohonan saya untuk pengurusan selanjutnya. Terima kasih, wassalam.

Pemohon,

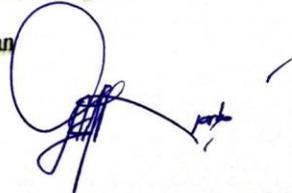


**CYNTIA OKTAVANI SIREGAR**

Medan, 07 Agustus 2020  
Disetujui oleh:  
A.n. Rektor  
Wakil Rektor I

Medan, 07 Agustus 2020

Dekan



**Dr. MUHAMMAD ARIFIN, S.H., M.Hum**

**Dr. H. ELFRIANTO NASUTION, S.Pd, M.Si**



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## SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Cyntia Oktavani Siregar  
NPM : 1602050082  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Senin  
Tanggal : 18 Mei 2020

Dengan Judul Proposal  
: English Language Collocations as Found in Anna Todd's *After*

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Dikeluarkan di : Medan  
Pada Tanggal : 18 Mei 2020

Wassalam  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



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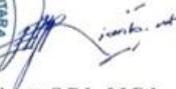
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NPM : 1602050082  
Program Studi : Pendidikan Bahasa Inggris  
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Akhirnya selamat sejahteralah kita semuanya, Amin.  
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NPM : 1602050082  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : English Language Collocations as Found in Anna Todd's *After*

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
30/04-2020	Chapter I, background of study, problem of study	
01/05-2020	Chapter II, revising the theoretical conceptual framework, and related studies	
09/05-2020	Chapter I, almost all Chapter II, almost all Chapter III, source of data, the technique of analysis data	
11/05-2020	Disetujui oleh dosen	

Medan, 11-05-2020  
Dosen Pembimbing

Diketahui/Disetujui  
Ketua Prodi

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