

COLLOCATION IN THE NOVEL *NOTHING BUT THE TRUTH*

SKRIPSI

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for the degree of bachelor's education

English education program

By:

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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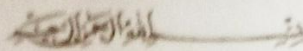


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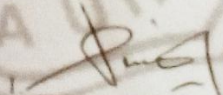
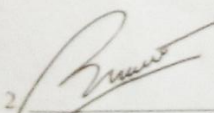
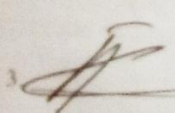
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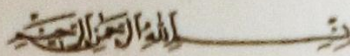
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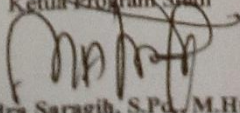
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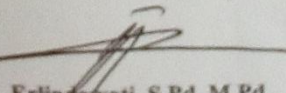
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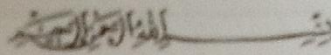

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ABSTRACT

Ahmad Ali. “Collocation in the Novel *Nothing But the Truth*”. Skripsi. English Education Program FKIP UMSU. Medan.2018

The aims of this study are to find out types of lexical collocation in the novel of Richard Parish entitled *Nothing but the Truth*. This research is conducted by using descriptive qualitative. The data are the phrases of Richard Parish’s novel *Nothing but the Truth*. The data are analyzed using McCarthy and O’Dell’s Theory (2005) to find out the type of lexical collocation. The results of this study are: (1) found out the types of lexical collocations, namely: adjective and noun, noun and verb, noun and noun, verb and expression with preposition, verb and adverb and adverb and adjective. (2) found the dominant lexical collocation. In this study noun and verb or verb and noun are mostly found out especially in phrase. There are 41 (41%) noun and verb or verb and noun are found in the novel.

Keyword: *Collocation, Type of Collocation*

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The researcher also praises the Great Prophet, Muhammad SAW who has enlightened the world of dark into brighter one, from primitive thoughts into creative thoughts.

In writing this study that entitled "*Collocation in the Novel Nothing But The Truth*", the researcher faced so many difficulties and problem but he did not end his effort to make it better, and it is impossible to finish without much help from the others.

Special appreciation to both of her dearest parents, his dad Kamal Pasha and his family and my lovely wife Marlina Hayati, for their prayers, material and support and love academic yeas in completing his studying. And also he want to say his gratitude:

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The reseacher realized that her study was still far from being perfect. So, the researcher expected suggestions and comments from all of the reader of other reseacher who want to learn about this study.

The Reseacher

Ahmad Ali

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CHAPTER I

INTRODUCTION

A. Background of the Problem

A collocation is a pair or group of words that are often used together and also it can be could is the relation between the probably of the occurrence of two words or more or in another side it indecates the possibility of the appears in clause or subsequent clauses (McCarthy and O'Dell, 2005:6). Collocation is a way in which some words are often used together, and sound natural together. This also refers to restrictions on how words may be used together. In English the word 'snow' is collocated with 'white' because when that word 'snow' appears in the first clause in the text, the word 'white' likely to appear in the next caluse. The word 'ice' is collocated with the word 'cold', as well as 'friend' is collocated with 'relation' and 'family' is collocated with 'neighborhood'.

Etymologically, collocation is defined as a combination or word in a language that happens very often and more frequently than would happen by chance. Based on Sinclair (1999:170), collocation is the occurence of two or more words within a short space of each other in a text, the usual measurement of proximity in maximum of four words intervening. Sometimes, a pair of words may not absolutly wrong, and people will understand what it means does, but it may not be natural.

Some collocation are fixed, and some of them are more open. However, both kinds of collocation are quite hard to guess especially by English non-native speakers.

Learning collocation is an important part of learning the vocabulary of a language and give us the most natural way to say something: *smoking is strictly forbidden* is more natural than *smoking is strongly forbidden*, then give us alternative ways of saying something and the last it can improve your ability in writing for example: instead of saying poverty causes crime, we can say poverty breeds crime; instead of saying *a big meal* we can say *a substantial meal*. And another advantages are more easily understood, we will have alternative and richer ways of expressing yourself, it is easier for our brains to remember and use language in chunks or blocks rather than as single words.

Nowdays, so many sources of information which we can get as our necessity especially in the novel, but most of students only read the text and translate the language to target language, they can not know the collocation which are found in the novel factually, whereas it is important thing to know because it can increase our understanding about utterance more naturally.

So, based on the explanation previously, the researcher is interested in analyzing the English collocation with the research title is “ *Collocation in the Novel Nothing But the Truth* ”.

B. Identification of the Problem

1. The readers do not know what collocation is
2. The readers do not know the types of collocation

C. Scope and Limitation of the Study

The study focusses on the collocation in the novel *Nothing But The Truth* written by Richard Parish. The reseacher limited the study in the lexical collocation.

D. The Formulation of the Problem

The problem of the study are formulated as the following .

1. What types of lexical collocation are found in the novel Nothing But the Truth ?
2. What is the most dominant type of lexical collocation applied in the Novel Nothing But the Truth ?

E. The Objective of the Study

1. To find out the types of lexical collocation in the novel Nothing But the Truth
2. To find out the dominant lexical collocation in the novel Nothing But the Truth

F. Significance of the Study

a. Theoritically

1. This research will give additional academic reference on the translation of collocation.
2. To give more information to the educators dealing with the types of collocation

b. Practically

1. For readers, to understand more the way and the knowledge how the collocation actually and types of collocation
2. For researchers, to develop the other researchers' knowledge for the next research related to the translation study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Collocation

According to McCarthy and O'Dell (2005:6) in "Collocation in Use" a collocation is a pair or groups of words that are often used together. These combinations sounds natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound 'wrong' to native speakers of English. For example the phrases fast food and quick food. The word fast and quick has the similar meaning in Indonesian that is *cepat* but the one that collocates with *food* is *fast*, not *quick*.

Collocation are lexically and/or pragmatically constrained recurrent cooccurrences with each other. This definition of collocation indicates that collocation are semantically transparent, their meaning is usually a combination of meaning of their components, they are normally syntactically acceptable, i.e. they follow grammatical rules, however they exhibit certain restrictions in their grammatical and lexical selection. Collocations can be divided into two groups: nominal collocations, consisting of two content words, and grammatical collocations, especially prepositional collocation.

When determining the scope of collocation or so-called collocational paradigm (Čermák 1985: 173), which is defined by the set of a word's collocations, different perspectives of word relations on the syntagmatic level are combined with semantic relations between words at the paradigmatic level. In

other words, this phenomenon, which exhibits a strong relation in the corpus, also has semantic properties.

According to Dewanti (2009:15) in "*an Analysis on the Translation of the Collocation in Negeri 5 Menara*" Collocation are word pairs and phrases that are the sources of the difficulty for nonnative speakers of a language.

Based on the statement collocation is very hard to non-native speakers because non-native speaker does not know about translation, semantics, pragmatics, ect.

According to Nattinger and DeCarrio (1992:36), "Collocation are string of specific lexical items that co-occur with a mutual expectancy greater than chance". In other research, Sinclair (1991:26) mentioned that collocation commonly chained together between two words or more repeatedly. In addition Barnwell (1980:55) explained, "Collocation is concerned with the co-occurrence of words with what word does a word(s) usually occur?". while Carter (1998:51) mentioned that collocation is a term taht used to explained groups of words which happen frequently.

Based on the definitions from some experts linguistics above we can take the conclucion that the definition of collocation is related with the connection of word and another word that happen regularly in a language.

The definition of a collocation is not a matter of serious controversy. The British Linguist Firth is often quoted as one of the first who dealt with collocations. According to Palmer (1976:94), he argued that "You shall know a word by the company it keeps," and he gave the example of the company of the

English word "ass," which occurred in a limited set of contexts and in the company of a limited set of adjectives *silly*, *obstinate*, *stupid*, and *awful*. In an article on modes of meaning published back in 1951, Firth introduced his often-quoted definition of collocation as "the company words keep." He maintains that "meaning by collocation is an abstraction at the syntagmatic level and is not directly concerned with the conceptual or idea approach to the meaning of words." He gives the example of the word *night* where one of its meanings involves its collocability with *dark*. In discussing seven differentiated types of meanings, Leech (1974:20) discusses what he calls "collocative meaning" which "consists of the associations a word acquires on account of the meaning of words which tend to occur in its environment." This definition is almost a replica of Firth's definition and instead of "ass," Leech gives the examples of *pretty* and *handsome* and the collocates of each. The words *pretty* and *handsome* share the common general meaning of "good-looking," but they are distinguished by the range of nouns with which they are likely to co-occur. He also gives the example of "quasi-synonymous" verbs like *wander-stroll*, and *tremble-quiver*, where each keeps a different company from the other. Benson, Benson, and Ilson (1986) try to develop criteria for defining collocations. They proposed the dual criteria of relative fixedness and non-idiomaticity and they use recurrent combination and fixed combinations for collocations.

Based on research Rizki (2011:24) in "*An analysis on Indonesia Translated Collocation in RICK RIORDAN'S PERCY JAKSON AN THE OLYMPIANS "The Battle of the Labyrinth"*" Collocations are translated into

different words combinations to indicate the same meaning. For instance phrase 'she run a bath' is not literally translated to *dia menjalankan mandi* because *mandi* doesn't go with *menjalankan* in Indonesian. So that it is translated to *dia mandi* to make the translation acceptable without destroying the meaning and keep the original message in the source language.

Larson cited in his book that "collocation is concerned with how words go together. A collocation consists basically of two or three lexical (sometimes called full, descriptive, substansial) words, usually linked by grammatical (empty, functional, relational) words.

According to Muchtar (2013:127) collocation is the relation between probability of the occurrence of two words or more. In contrast to the relation of meaning in synonyms, antonyms, meronyms or hyponyms, collocation indicates the possibility of the appearance of one word with another words.

Collocation is an expression consisting of two or more words that correspond to some conventional way of saying things. Or in the words of Firth (1957: 181): "Collocations of a given word are statements of the habitual or customary places of that word." Collocations include noun phrases like strong tea and weapons of mass destruction, phrasal verbs like to make up, and other stock phrases like the rich and powerful. Particularly interesting are the subtle and not-easily-explainable patterns of word usage that native speakers all know: why we say a stiff breeze but not ? a stiff wind (while either a strong breeze or a strong wind is okay), or why we speak of broad daylight (but not ? bright daylight or ? narrow darkness).

Collocations are characterized by limited compositionality. We call a natural language expression compositional if the meaning of the expression can be predicted from the meaning of the parts. Collocations are not fully compositional in that there is usually an element of meaning added to the combination. In the case of strong tea, strong has acquired the meaning rich in some active agent which is closely related, but slightly different from the basic sense having great physical strength. Idioms are the most extreme examples of non-compositionality. Idioms like to kick the bucket or to hear it through the grapevine only have an indirect historical relationship to the meanings of the parts of the expression. We are not talking about buckets or grapevines literally when we use these idioms. Most collocations exhibit milder forms of non-compositionality, like the expression international best practice that we used as an example earlier in this book. It is very nearly a systematic composition of its parts, but still has an element of added meaning.

Some collocation are fixed, and some of them are more open. However, both kinds of collocation are quite hard to guess especially by English non-native speakers. Learning collocation is an important part of learning the vocabulary of language. Some collocations are fixed, or very strong, for example *take a photo*, where no word other than *take* collocates with *photo* to give the same meaning. Some collocation are more open, where several different words may be used to give a similar meaning, for example *keep to/ stick to the rules*.

Micheal McCarthy, Felicity O'Dell *English Collocation in Use* explains in their book that, how to learn collocation: (a) Be aware of collocations, and try to

recognize them when you see or hear them; (b) treat collocations as single blocks of language; (c) think of them as individual blocks or chunks, and learn *strongly support*, not strongly + support; (d) when you learn a new word, write down other words that collocate with it (*remember rightly, remember distinctly, remember vaguely, remember vividly*); (e) read as much as possible. Reading is an excellent way to learn vocabulary and collocations in context and naturally; (f) revise what you learn regularly. Practise using new collocations in context as soon as possible after learning them; (g) learn collocations in groups that work for you. You could learn them by topic (time, number, weather, money, family) or by a particular word (*take action, take a chance, take an exam*); (h) you can find information on collocations in any good learner's dictionary. And you can also find specialized dictionaries of collocations.

He further concluded that the causes of producing unacceptable English collocations were mostly attributed to the lack of the concept of collocation and interlingual transfer. The results of the study have been summarized as follows:

1. Lack of collocational concept: Some students only understood the basic meaning of the word but did not know which word it would go with. Thus, they were not competent to produce any collocation.

2. Direct translation: Some students remembered only the Chinese translation of the word. Therefore, they relied on direct translation to produce collocations (e.g. *learn knowledge instead of gain knowledge or absorb knowledge).

3. Ignorance of rule restrictions: Some students did not know that some collocational restrictions were based wholly on the meaning of the word and range; others did not take grammar into consideration. As a result, they produced grammatically unacceptable collocations (e.g. *few knowledge instead of little knowledge).

4. Lack of knowledge of collocational properties: Many students did not understand the potential collocational properties of the words they knew. Take the word *good* for example. It could be assumed that most students knew the collocation *a good boy*, but few students generated the collocation *a good knowledge*.

Nattinger (in Carter and McCarthy, 1988:76) suggests that language is basically a "compulsional" process in which many of it is word co-occur together forming single units of meanings. He calls these as lexical phrases or word combinations, and collocations are among other terms or lexical phrases. However, collocation themselves range from "lexico-grammatical unit" to "free" combination. The term "collocation" is actually only one among other terms for similar concept, word combination. Nattinger and DeCarrico (1992:21) define collocation as "string of word that seem to have certain 'mutual expectancy', or a greater-than- chance likelihood that they will co-occur in any text.

In English, as in other languages, there are many fixed, identifiable, non idiomatic phrases and constructions. Such group of words are called recurrent combination or collocations. Collocation fall into two groups: grammatical collocation and lexical collocations.

Unlike collocations whose meanings are often unpredictable, 'free combination' consist of elements that freely allow substitution. For example, *decide on boat*, meaning 'choose (to buy) a boat' contains the collocation *decide on*, whereas *decide on a boat*, meaning 'make a decision while on a boat' is free combination. The possible combination of 'decide' (meaning 'making' a decision') is limitless: *they decided-after dinner, immediately, at the meeting, with a heavy heart*. A native speaker will not say: *they decided* (meaning 'choose') *at the boat*. To them *decided at a boat* (meaning to 'choose' a boat) is not collocable.

Based on the the experts said that collocation is defined into two kinds they are grammatical and lexical collocation.

2. Type of Collocation

The first collocation is grammatical collocations consist of a noun or an adjective or a verb, plus a particle (a preposition, an adverb or a grammatical structure such as an infinitive a gerund aor clause) (Bahns, 1993:57). The following are the example: *at night, extend to, good at, fall for, to be afraid that*. These examples are grammatical collocations which are lexicalized as single unit whose meanings. Are formulaic and whose co-occurrence are highly likely. They are sometimes idiomatic, because their meaning do not reflect the meanings of the elements, such as *run out of*(to reach an end of stock, supplies) or *put up with* (tolerate). However, there are similar grammatical combinations which do not have such a "strong sense of belonging together" (Kennedy, 1990:224).

So based on the explanation above the researcher can conclude that the collocation is important thing to learn because it can assist us to translate the text correctly. Collocation is called as lexical or grammatical collocation or word combination, it is suitable with Nattinger (in Carter and McCarthy, 1988:76) said that collocation is “lexico-grammatical-unit” to free combination.

According to Benson, Benson and Ilson (1986) in their introduction to their The BBI Combinatory Dictionary of English grammatical collocations fall into the following combinations, here are:

a. Noun + preposition combinations

Not all noun + preposition combinations can be considered as collocations due the highly predictable meaning of some prepositions, such as of and by. So, noun + of / by combinations are considered free combinations. For example:

1. The Government *blockade against* in this country
2. His *apathy towards* his pet

b. Noun + to + infinitive

There are some syntactic patterns in which noun + to + infinitive construction is most frequently encountered, they are:

3. It was *a pleasure (a problem, a struggle)* to do it,
4. They had the *foresight (instructions, an obligation, a permission)* to do it.
5. They left *a compulsion (an impulse, a need)* to do it
6. They made *an attempt (an effort, a promise, a vow)* to do it

7. He was *a fool (a genius, an idiot)* to do it

c. Noun + that-clause

the noun + that-clause combinations that are considered collocational are those using subject pronoun. For example:

8. *We reached an agreement that she would represent us in court*

9. *He took an oath that he would do his duty*

However, when the 'that-clause can be replaced by 'which-clauses, such a noun + that-clause construction is not considered as collocational.

d. Preposition + noun combinations

Any combinations of preposition and noun can fall into this category, however the choice of preposition with certain noun is not at random. For example: *by accident, in advance, in agony*

e. Adjective + preposition combinations

Some adjectives are followed by a prepositional phrase. The adjective + preposition combination that is considered collocational is the one that occurs in the predicate (verbless clause). However past participial adjective followed by preposition by is not considered collocational because this construction is regular and predictable. For example:

10. They are *angry at* the children

11. They are *hungry for* news

f. Predicate adjective + to + infinitive

These adjective occur in two basic construction with infinitives, (a) adjectives with dummy subject “it” such as it was necessary to work, also possible it was necessary for him to work (the insertion of prepositional phrase), (b) adjectives with real and animate subject, such as she is ready to go.

12. It was necessary to work

13. She is ready to go

g. Adjective + that clause

Some adjectives can be followed by that-clause. For example:

14. *she was afraid that she would fail her examination*

several adjectives followed by present subjunctive in formal English are collocational.

h. Collocational verb patterns

English verb patterns have some types. For example:

15. *he sent the book to his brother*

16. *he sent his brother the book and he sent the book to him*

In contrast to grammatical collocations, lexical collocations do not contain grammatical elements. Benson and Ilson (1986 in Bahns, 1993) list various combinations of lexical collocations: verb + noun (start a family; keep a secret); adjective + noun (good work, strong tea).

Some linguistics expert have stated that basically there are two types of collocation. First is grammatical collocation and the second is lexical collocation. But according to Moon, there are three types of collocation which is syntactic collocation, semantic collocation and lexico-grammatical collocation.

Second is lexical collocation. Based on Lewis (2000:51) mentioned that there are different type of collocation. If the collocation were defined as words happen together, the groups of words that frequently occur.

In lexical collocations, there are fixed and loose combinations. Especially in verb + noun combinations, the combinations are fixed in which the choice of word that collocate each other is definite, such as: *commit a murder, or break the law* and these combinations: *do a murder, or damage the law* are unlikely. This fixed structure are idiomatic, however their meanings are still predictable from the elements of the combination. In comparison, in loose collocations the collocates are freely combined, such as: *analyze/study/witness a murder* and *practice/study law*. The meaning of those loose collocations can still be derived from their individual words. In contrast, there are fixed combinations consisting of several lexical items which are relatively frozen expressions and whose meanings are sometimes hardly derivable from their component words, such as *to scream blue murder* (to complain very loudly) or *get way with murder* (someone who can do whatever they like) (Nattinger, 1987:949); and *lay down the law* (give other people order in a bossy way). These fixed structures and meanings collocations are called idiom.

The co-occurrence of two or more words in a lexical collocation has two important features. Firstly, there may be a constant collocational relationship between the two words that collocate although several words go in between them. For example, collocation “collect stamp” can be separated as: *they collect stamps; they collect foreign stamps; they collect many things, but chiefly stamps*, (Greenbaum, 1970 in Carter and McCarthy, 1988:34). Secondly, lexical collocation does not seem to depend on grammatical types. So, collocation “strong argument” or it can be expressed, for example: *he argued strongly*.

In their book, *English Collocation in Use*, Michael McCarthy and Felicity O’Dell divided several types of collocation. Here are some examples:

a. Adjectives and nouns

1. One was blond with icy *blue eyes*
2. He has a *nice face*

Noun *eye* collocates with adjective *blue*, and noun *he* collocates with adjective *nice*

b. Noun and verb or verb and noun

3. She winked at me and *left the room*
4. She looked like she was ready to *catch a movie*, have a cool afternoon hanging out together

As written above, noun *room* collocates with verb *left*, and noun *movie* collocates with verb *catch*

c. Noun and noun

This type of collocations indicates the unit that is associated with a noun, larger unit to which a single member belongs. For example :

5. *A herd of buffalo, a bouquet of flower*

The specific, concrete, small unit of something larger, more general. For example:

6. *a bit of advice, an article of clothing*

d. Verb and Expression with Preposition

7. I was *to be trying with* a family

8. He was *filled with* honor and when I read the newspaper report of the explosion.

e. Verb and adverb

9. She placed the beautiful *vase gently* on the window

10. I showed him that I still had both arms and both legs and Frank *clapped happily*

11. I glance at Frank and he *looks genuinely* a bit freaked out

f. Adverb and adjective

12. Harry was *blissfully unaware* that he was in danger.

13. Invading that country was an *utterly stupid* thing to do.

14. We entered a *richly decorated* room.

15. Are you *fully aware* of the implications of your action?

Sometimes, a pair of words may not be absolutely absolutely wrong, and people will understand what is meant, but it may not be the natural, normal collocation. If someone says *I did a few a mistake* they will be understood, but a fluent speaker of English would probably say *I made a few mistakes*.

3. The Importance of Collocation

According to Cowie (1992), English collocation is important in receptive as well as productive language competence. Similar assertion was made by Carter and McCarthy (1988).

In their opinion, English collocations are useful not only for English comprehension but for English production. They claimed that by memorizing collocational groups, students would have the idea about certain lexical restrictions. Most importantly, "collocations teach students expectations about which sorts of language can follow from what has preceded. Students will not have to go about reconstructing the language each time they want to say something but instead can use these collocations as pre-packaged building blocks" (Carter & McCarthy, 1988, p. 75).

Moreover, it can be said that "collocation has emerged as an important category of lexical patterning and it is fast becoming an established unit of description in language teaching courses and materials" (Woolard, 2000, p.28). Liu (2000a) also stated that the more often students are taught English collocations, the more correctly students can make use of collocations.

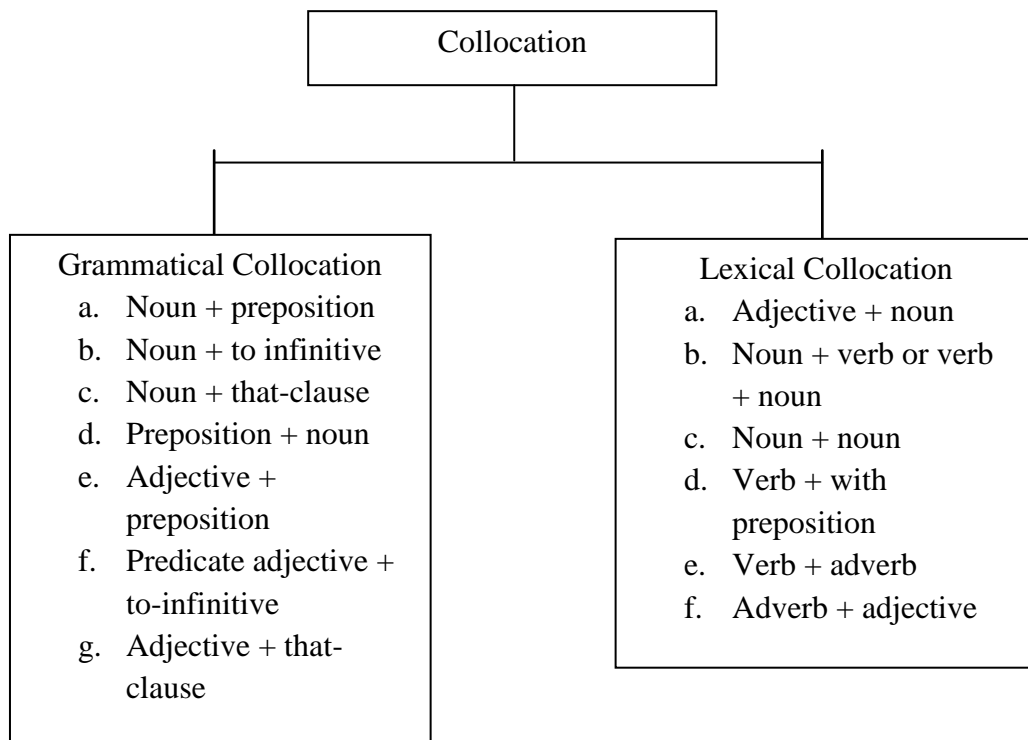
According to Manning (1999:142) collocation are important for a number

of applications:

- a. Natural language generation (to make sure that the output sounds natural and mistakes like powerful tea or take a decision are avoided)
- b. Computational lexicography (to automatically identify the important collocation to be listed in a dictionary entry)
- c. Parsing (so that the preference can be given to parses with natural collocation)
- d. Corpus linguistics research (for instance, the study of social phenomena like the reinforcement of cultural stereotypes through language)

B. Conceptual Framework

Based on the some expert's explanation that the collocation are divided into two kinds they are :



Collocation is a pair or groups of words that are often used together. These combinations sounds natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound 'wrong' to native speakers of English. For example the phrases *fast food* and *quick food*. The word fast and quick has the similar meaning in Indonesian that is *cepat* but the one that collocates with *food* is *fast*, not *quick*. (McCarthy and O'Dell (2005:6) in "Collocation in Use").

Grammatical collocations consist of a noun or an adjective or a verb, plus a particle (a preposition, an adverb or a grammatical structure such as an infinitive a gerund aor clause) (Bahns, 1993:57). The following are the example: at night, extend to, good at, fall for, to be affraid that. These examples are grammatical collocations which are lexicalized as single unit whose meanings. Are formulaic and whose co-occurrence are highly likely. They are sometimes idiomatic, because their meaning do not reflect the meanings of the elements, such as run out of (to reach an end of stock, supplies) or put up with (tolerate). How ever, there are similar grammatical combinations which do not have such a "strong sense of belonging together" (Kennedy, 1990:224).

In contrast to grammatical collocations, lexical collocations do not contain grammatical elements. Benson and Ilson (1986 in Bahns, 1993) list various combinations of lexical collocations: verb + noun (start a family; keep a secret); adjective + noun (good work, strong tea).

In lexical collocations, there are fixed and loose combinations. Especially in verb + noun combinations, the combinations are fixed in which the choice of

word that collocate each other is definite, such as: *commit a murder, or break the law* and these combinations: *do a murder, or damage the law* are unlikely. This fixed structure are idiomatic, however their meanings are still predictable from the elements of the combination. In comparison, in loose collocations the collocates are freely combined, such as: *analyze/study/witness a murder* and *practice/study law*. The meaning of those loose collocations can still be derived from their individual words. In contrast, there are fixed combinations consisting of several lexical items which are relatively frozen expressions and whose meanings are sometimes hardly derivable from their component words, such as *to scream blue murder* (to complain very loudly) or *get away with murder* (someone who can do whatever they like) (Nattinger, 1987:949); and *lay down the law* (give other people order in a bossy way). These fixed structures and meanings collocations are called idiom.

So many contribution of collocation in English especially in translation, by knowing and understanding collocation we can use the correct word meaning in the sentence, and the reader easier to understand what the meaning is. Collocation many is used in the text book novel and others.

Collocation is an important thing should we know that we can understand more natural utterances. In translation, sometime we face with some difficulties to translate the meaning. So, that is good to learn especially for readers to increase their understanding in reading, and help them to know the meaning. So if do not know about collocation we are difficult to analyze the text to translate the meaning and we can not to find what is the correct word. And sometimes we fill

difficult to understand when the native speaker said, so we have to make effort or habituate to listen it. For example: some people will understand what it means does, if someone says *I did a few a mistake* they will be understood, but a fluent speaker English would probably say *I made a few a mistake*.

This analysis is hoped especially for readers, writer or translator to understand more the way and the knowledge how the collocation actually and types of collocation and then to give more information to the educators dealing with the types of collocation. Individuals need to address the issue of collocation in order to become more successful in language learning. Moreover, it is widely acknowledged in the English Language Teaching (ELT) literature that students need to be introduced and encouraged to become aware of collocation in the early stages of learning. In other words, the importance of collocational knowledge to language learning is well established.

The above brief description of the nature of the English collocation seems so bewildering and unpredictable, furthermore, their numbers are endless. Many Indonesian English teachers may think this aspect of vocabulary is indeed intimidating. Therefore, many of them prefer addressing them when they meet these word combinations as by product of other skills they are teaching. When this is the case teachers should not forget to introduce the combination as lexical units, not as individual word. Usually teachers are very well aware of giving the the grammatical collocation of phrasal verbs or prepositional phrases as lexical units, however when it come to lexical collocation, they might be introducing a part of the combination or do not emphasize the collocationality of the word

combination. It is very important for teachers to raise their advance-level student's awareness and sensitivity of word collocationality.

In addition, based on this research, various approaches and materials need to be taken into account to teach collocations and to help to minimize the learners' errors of collocation such as using grids, corpus and concordances, dictionaries, authentic texts and also enhancing input and output tasks.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

As mentioned in the previous chapter, the focus of this study only on the English collocation. In this research was used descriptive qualitative as the method. Descriptive qualitative deals with a research explaining in the in the analysis of a research. The formula dealing with calculating data is only used to support the analysis of the data. This method was used in order to discover, identity, analyse and describe about the English collocation in the novel *Nothing But the Truth* .

B. Source of Data

The data was obtained from the novel *Nothing But the Truth*.

C. The Technique of Data Collecting

The data of this research was collected by doing some following steps, they are: (1) Reading the novel carefully (2) analyzing the collocation based on the types (3) and classifying the collocation (4) determining the dominant collocation in the novel.

D. The Technique of Data Analyzing

The data was analyzed through qualitative analysis based on the relevant

theories and data from other supporting theories. The steps for analyzing the data are:

- a. Analyzing what types of collocation is used by translator to translate the English collocation.
- b. Determining the dominant collocation found in the novel
- c. Making the conclusion

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

This research took the data from the novel *Nothing But the Truth*. As explained in the previous chapter the focuses in this study are on the translation of English collocation and found the types of English collocation. The type of lexical collocation divides into six forms: adjective and noun, noun and verb or verb and noun, noun and noun, verb and expression with preposition, verb and adverb, adverb and adjective. The novel consist into twenty chapter and 348 pages.

B. Data Analysis

Based on the table above the following table shown types of lexical collocation

Table 4.1 Types of Collocation

No	Source Language Text (English)	Types of Collocation					
		Adj+N	N+V or V+N	N+N	V+Prepo	V+Adv	Adv+Adj
1	Joshua Rabb slouched in the <u>slightly lopsided</u> swivel chair behind his desk and <u>stared out the window</u> at the parched landscape.		✓				✓
2	In Tucson, he tought, in your <u>tiny mud-floored</u> office in the Bureu of Indian Af-fairs, just a couple of hundred yards from the irrigation ditch that marked the diving line between the San Xavier Del Bac Papago Indian Reservation and the <u>white man's world</u>	✓					
3	So when you do, you can not help but get a quizzical <u>little smile</u> on your face and wonder what the hell a	✓			✓		

	twentieth-century Moses could <u>want with</u> Joshua in this wilderness.						
4	He stood up and walked to the <u>small window</u> , beyond which <u>stretched seemingly</u> endless <u>desert desolation</u> , almost four and a half thousand square miles of cactus and rocky hills and <u>scrub brush composing</u> the largest two of the three reservations of the Papago tribe	✓	✓	✓		✓	
5	Now, in early June, southern Arizona's <u>hottest month</u> , the land lay scalded and faded under a <u>pitiless sun</u> .	✓					
6	In August, when the monsoon rains would come again, a <u>kaleidoscope of wildflowers</u> would ameliorate the sepia landscape.			✓			
7	His <u>brown hair</u> was combed straight back from a window's peak and became <u>slightly gray at the temples</u> .	✓					✓

8	He had <u>blue eyes</u> , startling cerulean blue.	✓					
9	His wife, Rachel, had described the color “like the sky next to the <u>sea on a crisp</u> , bright day.			✓			
10	She also always <u>called his smile</u> “ <u>insouciant</u> ,” a word she had picked up somewhere and loved.		✓				
11	And since he had been shot in the lung and <u>lost his arm</u> in dense forest near a concentration camp in Czechoslovakia, no one would think to <u>describe his smile as insouciant</u> .		✓				
12	He had <u>left</u> Brooklyn last year <u>with</u> his children.				✓		
13	Hanna had been just fourteen and a half years old then and adam eleven, but they to had <u>lost their insouciance</u> .		✓				

14	<p>Firts, the tragedy of their mother's dwath, and not long after, the <u>terrifying shock of seeing</u> their father carried of a <u>hospital boat</u> from Eouope, badly maimed and tubes <u>coming out of him</u> all over and looking like he was going to die any minute. But the had finally healed, physically and least, and he had <u>left the Brooklyn Veterans Hospital</u>.</p>		✓	✓			
15	<p>After several months of practicing law again in Manhattan and <u>developing a racking cough</u> from the air pollution and the humidity, his doctor had told him and southtern Arizona's dry, <u>hot climate</u> was ideal for healing pulmonary wounds.</p>	✓		✓			
16	<p>So he <u>accepted a job</u> as part time lawyer from the</p>		✓				

	Bureau of indian Affairs and Office of Land mangement in tucson, in return for which he could <u>use his office</u> to build a private law practice.						
17	He was also <u>provided with a small adobe house</u> a couple of hundred yards from Bureau and directly across from the irrigation ditch between the Papago Indian Reservation and the <u>rest of the universe</u> .			✓	✓		
18	In the year since he had come here, the strak and <u>forbidding land</u> had become instiead enticing and spectacular, <u>prosessing a baeauty</u> and allure impossible to find in the asphalt and concrete of New York City.			✓			
19	In those first miutes and hours of shocked silence that had accompanied his and Hanna's and Adam entrance	✓					

	<p>into this <u>little town</u>, he had never thought that he would be able to say that.</p> <p>But it had happened.</p>						
20	<p>It was ten o'clock in the morning, and the lawyer from Brooklyn named Moses Petrovich had called just an hour ago, <u>asking for an appointment</u> for himself and a friend, a businessman who needed some advice.</p>			✓			
21	<p>The two men sat now in the straight <u>wooden chairs</u> in front of Joshua's desk.</p>	✓					
22	<p>Moses was <u>quite large</u>, the other short and thin.</p>						✓
23	<p>Edgar kindly <u>opened Joshua's office door</u> and started to walk in.</p>		✓				

24	He looked hard at the face of the short, <u>thin man</u> “ Sorry, joshua.	✓					
25	Edgar noded and <u>closed the door</u> behine him.		✓				
26	“ I dont quite understad, “joshua said, looking from the <u>big man</u> to the small one. “ it’s not so hard to understand.	✓					
27	How’s a New York City lawyer named Moses petrovich going to far in tucson, Mr Rabb? The <u>big man</u> asked.”	✓					
28	All three men <u>laughed easily</u> .					✓	
29	“ Well, Mr. Rabb, your modesty is laudable,” said the	✓			✓		

	<p><u>big man.</u></p> <p>“But were from the city, and we like to <u>deal with lasdsmen</u>, and you’re the only jewish lawyer in Tucson.</p>						
30	<p>We did some checking, and we’re sure you can do a <u>fine job.</u>”</p>	✓					
31	<p>“I appreciate the <u>vote of confidence</u>, Mr Petrovich---“</p> <p>“Moish, please just <u>call me Moish.</u>”</p>		✓	✓			
32	<p>“Okay, joshua <u>smiled pleasantly.</u></p>					✓	
33	<p>“Mr. Lansky has been my friend and clien for years, and he find himself in <u>a bit of a problem</u> with the <u>federal goverment.</u>”</p>			✓			

34	Meyer lansky <u>nooded his head</u> and spread his arms, <u>splaying his fingers, showing at once his innocence and helplessness.</u>		✓	✓			
35	“ A friend of his, Benny siegel, just <u>built a hotel</u> in Las Vegas,” Petrovich said, Studying joshua’s face for a <u>sign of recognition.</u> “The Falmingo Hotel.”		✓	✓			
36	The <u>big contractor</u> in phoenix built it.	✓					
37	“Webb, <u>offered meyer</u> Lansky.		✓				
38	Lansky was <u>small,short</u> and slender, and meticulously dresed in a dull gray sharkskin suit, starched <u>white shirt,</u> gray woll tie, and simple black wing-tipped shoes.	✓					

39	<p>By contrast, petrovich was wearing a flowered white Hawaiian-type beach shirt and bright yellow pants and white suede sandals over <u>white silk socks</u>.</p> <p>Both men were in their forties.</p>	✓					
40	<p>“Right Petrovich said.</p> <p>“Del Webb built it and Mr.Siegel and <u>his partners got their financing</u> from theValley National Bank in aphoenix.”</p>		✓				
41	<p>He was concentrating hard, <u>trying quickly</u> to put together the <u>threads of information</u> about the infamous Bugsy Siegel.</p>			✓		✓	
42	<p>You colud <u>read the newspapers</u> without occasionally</p>		✓				

	<u>seing</u> stories about the Falmingo.						
43	Mention of “carpet joints” suddenly <u>jogged joshua’s memory of the newspaper and magazine articles</u> he had read about Lanksy.		✓	✓			
44	In this case, they think he helped provide <u>certain restricted</u> materials during construction.” “Like what?”	✓					
45	“ Well, a <u>few tons</u> more structural steel than was authorized in the quota that Mr. Siegel was <u>given, some decorative marble</u> the say came from Italy. A few other things.”	✓	✓				
46	“Well,” Petrovich said“ if he isn’t and if he didn’t, he					✓	

	won't.” He <u>smiled affably</u> .						
47	Joshua nodded. “ Okay, so may be he is and may be he did, so what exactly is the problem?”. He <u>looked directly</u> at Meyer Lansky.					✓	
48	The problem is I <u>need</u> <i>tzuris</i> [trouble] <u>with</u> the FBI like I need another <i>tuchus</i> ,” Lansky said. “ Benny’s in way over his head and i got seious men looking for assurances from me about the <u>safety of their investment</u> .			✓	✓		
49	Joshua nodded. Now he had <u>made the full connection</u>		✓				

	between Siegel and Lansky.						
50	He remembered reading several articles in the <i>New York Times</i> , it must have been ten, twelve years ago, that Lansky and Siegel had <u>grown up with</u> the New York's most famous mobster, Charlie " Lucky" Luciano and they had been partners until Luciano was sent to prison in 1936 or 1937.				✓		
51	And he had <u>read another article</u> somewhere, a year or two ago, about Lansky throwing a " going away part" for Luciano when he got out of prison and was deported to Sicily.		✓				
52	Joshua <u>sat back in his chair</u> , wary and suspicious.		✓				
53	Moses petrovich took <u>a sheet of paper</u> out of his			✓			

	briefcase and slid it across the desk. Joshua picked it up.						
54	“ This is subpoena duces tecum to a grand jury in Nevada, he said, “for Benjamin Siegel’s <u>construction records</u> , not for Meyer Lansky.”			✓			
55	It’s only <u>a matter of time</u> if they <u>get Benny’s records</u> that they come after Mr. Lansky.”		✓	✓			
56	Petrovich pulled a <u>white letter size envelope</u> out of his briefcase.	✓	✓				
57	He dramatically <u>counted out ten hundred dollars bills</u> and laid them on the desk.		✓				
58	Joshua reached across the desk and <u>picked up the money</u> .		✓				

59	He <u>looked amiably</u> from one man to the other.					✓	
60	“ I <u>like this fuckin’ guy</u> , Moish. I like this guy.		✓				
61	“ He is smart, “ he said, turning to Moses Petrovich, “ he’s a <u>smart boy</u> .” “ Smart” sounded like “ smot.”	✓					
62	Joshua <u>smiled a friendly</u> smile.					✓	
63	The thousand dollars was a huge <u>amount of money</u> .			✓			
64	He <u>took</u> another <u>sheet of paper</u> out of his briefcase and handed it to Joshua.		✓	✓			
65	He <u>looked at the date</u> on the subpoena.		✓				

66	I am the <u>kind a guy</u> goes somewhere, suddenly everybody knows.	✓					
67	The IRS <u>knocks on my door</u> .		✓				
68	Doctors told me this was the <u>best place</u> I could come for Irving, he is got some <u>health problem</u> .	✓		✓			
69	Kenna Hurra- he <u>knocked with</u> his knuckles on the seat of the <u>wooden chair</u> , he will be all right	✓			✓		
70	I <u>bought a house</u> over by the universty, got a <u>old friend</u> lives near there.	✓	✓				
71	You <u>come with</u> me to Phoneix next week, I'll testify, we'll come back.				✓		
72	Joshua <u>looked at him soberly</u> .		✓			✓	
73	"I <u>got a big piece</u> of the Flamingo", Lansky said	✓	✓				
74	"It ain't on paper, but it's <u>big money</u>	✓					

75	Some of my associates also got <u>big interests</u> .	✓					
76	He <u>twisted his mouth</u> sourly.		✓				
77	Lansky <u>opened his eyes</u> and hands in suprised in nocense.		✓				
78	I hire you because you got a <u>good reputation</u> , you are an honest guy.	✓					
79	He <u>pushed the stack</u> of hundred-dollar bills across the desktop to Joshua.		✓				
80	Petrovich wrote on the back of one of his <u>business cards</u> and handed it to Joshua.			✓			
81	Joshua walked to the door of his <u>small office</u> .	✓					
82	He opened it and <u>shook hands with</u> both men as they left.		✓		✓		
83	He went back to the desk, <u>put the folded bills</u> in his shirt		✓			✓	

	pocket, and <u>smiled broadly</u> .						
84	Despite the heat he <u>wore</u> a <u>gray wool</u> suit with growing sweat patches around the underarms.	✓	✓	✓			
85	His <u>white shirt</u> was clean and starched but dulled gray with age and <u>frayed slightly</u> around the collar.	✓				✓	
86	He <u>wore</u> a <u>black wool tie</u> , <u>anointed with</u> a few samples of breakfast.	✓	✓		✓		
87	There was a <u>big spread</u> on him a couple months back in <i>Life</i> megazine.	✓					
88	He <u>smiled superiorly</u> at Joshua.					✓	
89	The mob boys <u>collect</u> their <u>protection money</u> and numbers and whorehouse profits and triples their money for them.		✓	✓			
90	Well, it's no <u>big thing</u> . He didn't hire me to <u>kill</u>	✓	✓				

	<u>anybody.</u>						
91	Edgar <u>left the office</u> and his footsteps echoed down the terra-cotta-tiled hallway.		✓				

C. Findings

As explained in the previous chapter the focuses of this study are on the translation of English collocation and found the types of English collocation. the type of collocation devides into six forms : adjective and noun, noun and verb or verb and noun, noun and noun, verb and expression with preposition, verb and adverb, adverb and adjective.

After thoroughly reading each chapter in the Novel Nothing But The Truth, the writer found 125 English collocations. From the total number of English collocation occured, the writer found the dominant collocation is noun and verb or verb and noun.

Table 4.2

The total of number of all types' English collocations

No	Types of English collocations	Number of collocation
1	Adjective and Noun	35
2	Noun and verb or Verb and Noun	41
3	Noun and Noun	24
4	Verb and expression with preposition	10
5	Verb and Adverb	12
6	Adverb and Adjective	3
	Total number	125

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the results, the writer found the phrase using types of collocation “collocation is the relation between probability of the occurrence of two words or more. These combinations sounds natural to native speaker, but students of English have to make special effort to learn them because they are often difficult to guess” and the types of lexical collocation; a) adjective and noun, b) noun and verb or Verb and noun, c) noun and noun, d) verb and expression with preposition, e) verb and adverb, and f) adverb and adjective. The writer analyzes the types of collocation and the dominant of collocation which the most exist in the novel.

From the total number of English collocation analyzed, the writer found is 125 collocation all of them and the dominant collocation mostly found in the novel were noun verb or verb noun.

However, one of the most important things English collocation make easier us to know what the meaning of the text is. And so many English collocation has given the contributions in translation.

G. Suggestion

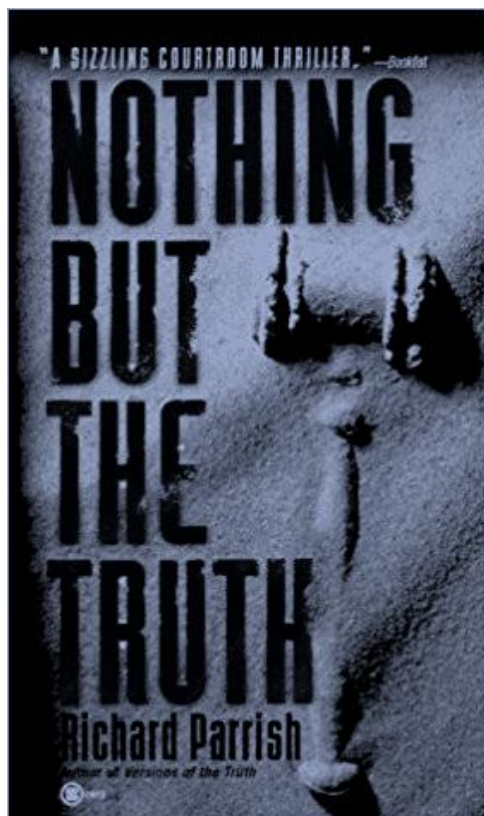
1. Studying the translation focuses on collocation in the Ricard Parish's novel "Nothing But the Truth" is an interesting subject because we can get many advantages from studying it. Furthermore, we also know about the classifications of collocations.
2. The writer suggests the readers especially who are interested in translation research in the field of collocations that not only mastering the translation theories but also understanding on how native speaker use those words combination properly to make their English more natural. A special dictionary of collocation can be an ideal assistance to identify those combinations in the text because sometimes collocations become difficult to recognize.
3. The writer expects this research can give positive contribution in translation study, especially for the students of English Department and another student who need these informations.

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APPENDIXES



Why would Meyer Lansky, the most brilliant brain in organized crime, seek counsel from attorney Joshua Rabb at the Bureau of Indian Affairs in Tucson, Arizona ? who put the corpses of two Chassidic Jews on the nearby Papago Indian Reservation ? and how did such infamous figures as Lucky Luciano, Frank Costello, Bugsy Siegel and Joseph Bonanno fit into this increasingly perilous puzzle ?

These are some of the mystifying questions that demand answers from Rabb. But he must draw on his New York savvy when East Coast Corpses dot the desert, and professional hit men join with local thugs in a deadly turf war for an unknown prize. When grisly evidence links the Papago man Rabb is defending with the mob's murders, Joshua knows he's in deep. But he doesn't realize how deep until his teenage

daughter starts dating the handsome young son of Mafia don Joe Bonanno. Now, in race against time, Rabb must deal with another discovery so shocking, it threatens to shatter his faith in his work and in himself.