COLLOCATION IN *THE RAILWAY CHILDREN* NOVEL

Zeni Filiana[1], Galang Kesatria Tama[2]
English Literature[1]
English Education[2]

Zeni.filiana@gmail.com

Abstract

This research designed to find out the types and the patterns of collocation in the Railway Children Novel. The analysis is conducted by using the theory of McCarthy and O'dell theory in determining the types and the patterns of collocation. This research also used qualitative research method. The data were collected and analyzed in written form not numeral or statistic, but the data can be words or table. To sum up, there are 54 collocation terms in the Railway Children novel. The writer notice that in classifications there are the following patterns of collocation are Adjective + Noun, Noun + Noun, Verb + Noun, Verb + Adverb, Adverb + Adjective.

Key words: Collocation, the railway children novel, types, patterns.

INTRODUCTION

As a human, communication is essentially important in our life. Communication needs a language as the medium to send and accept the meaning of communication. To communicate with other person we needs to use language as a media communication. Language is the system of communication in speech and writing that is used by people of particular country area (Qodriani & Wijana, 2020), (Nazara, 2019), (Gulö, n.d.), (Mandasari & Oktaviani, 2018). It means that human in the world needs language to socialize with other people (Evayani & Rido, 2019), (Anuar et al., 2020). Every place has different language. International community chooses English in as much as it is used by many people around the globe. As we know that English language is the standard language in the world as the tools to make the unity of many countries that has different language in the world (Mandasari & Aminatun, 2020), (Widianingsih & Gulö, 2016), (Tiono & Sylvia, 2004).

Inside the language itself there are many aspects that we as a human need in communication, one of important aspect to make a natural language called as a collocation (B. N. Sari & Gulö, 2019). The importance of collocations in the language is "Collocations are important combinations of words that endow the language with natural sounding speech and writing (Phoocharoensil, 2011)." Collocation have many important functions in language, one function is that collocations help people talk and write about any topic and communicate effectively, which means that by going through the procedure of having a productive collocation (to know which adjectives are used with which nouns. and vice versa), one develops one's learning of linguistic rules as well as improves one's linguistic ability and skills (Rido et al., 2020), (Istiani & Puspita, 2020), (Pustika, 2020).

People who want to study, work or do business with or in foreign countries have to be able to master English well. That is why, we as the nonnative English must be known about the knowledge of English itself. Unfortunately, even though nonnative speaker learn about English, but sometimes their conversation will hear strange by the native English speaker.

It because their break the collocation term. Non native speaker of English usually ignore it because of their limitation of knowing it. Another function, which is the most important one, is that "language that is collocationally rich is also more precise." For example, the word of *a peace of poetry*, we cannot say a slice of poetry. Even though the word peace has similar meaning with the word slice, but a slice of poetry will be sound unnatural and strange. So, this means that collocations make the text have a more precise. That is why, knowledge of collocation is so important for the competent use of a language, especially for us as a student (Pratiwi et al., 2020). The writer chooses the data from the novel entitled *The Railway Children.* Because, novel is one of literary work that use an expressive language than standard language which use standard word or phrase to make the reader interest toward the story inside the novel (Fitri & Qodriani, 2016), (Afrianto & Ma'rifah, 2020), (Kardiansyah & Salam, 2020).

By seeing this information, the writer derives the conclusion that this novel is one of the novel for the children and the novel's writer write the novel use the easy language to make easier understand by the children. There must be collocation preferences in this novel, in order the native speaker can understand about what the novel tells about. That is why, the writer choose *The Railway Children* novel as the data research. These urgencies that make the writer are interested to conduct this research and compile this paper entitled Collocation in *The Railway Children* Novel.

LITERATURE REVIEW

1.2. Syntactic Issue

Syntax is the study of the structures of phrases and sentences (Fischer-Starcke, 2009), (Gulö, 2019), (Mandasari, n.d.). When discuss syntax analysis, we cannot separate it from linguistics the scientific study of language and its structure including the study of grammar, syntax, and phonetics as syntax is a branch of it (Mandasari & Wahyudin, 2021). "Do not exercise the creative power of syntactic rules to collocation like their full extent". It means that the syntactic is just parameter to identify the collocation but not to be used as the exercise for the non native speaker (Kuswoyo et al., 2020). If they did so they would not be accepted as exhibiting native control of the language. Choosing the most natural option from the wide range of grammatically possible sentences in any given situation requires, then, something more than knowledge of syntax.

Word Class

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence (Kuswoyo, n.d.). The main word classes in English are listed below.

Adjective

a. Descriptive adjective or adjective of quality

Descriptive adjective are the most numerous of the different types of adjectives describe nouns that refer to action, state, or quality (careless, dangerous, excited, sad, black, white, big, small, long, fat, English, Mediterranean, three-cornered).

Example: *dangerous* chemicals, *green* vegetables, a *square* box, a *big* house, a *tall* tree, a *cold* morning, a *true* story, *English* language, *medditerranean* country.

b. Adjective of quantity

An adjective of quantity tells us the *number (how many)* or *amount (how much)* of a noun.
1. He has eaten *three* apples.
2. I don't have *much* money.
3. There is so *much* wine for the guests.
4. This long, thin centipede has *many* legs.

c. Demonstrative adjective

A demonstrative adjective (*this, that, these, those*) shows the noun it modifies is singular or plural and whether the position of the noun is near or far from the person who is speaking or writing. A demonstrative adjective also points out a fact about the noun.
1. *This* red balloon is mine and *those* three yellow ones are yours.
2. *This* cute baby is his brother. *That* cute baby is his sister.
3. *These* two fat cats have tails, but *that* thin cat doesn't have a tail.

d. Possesive adjective

A possessive adjective is expression of a noun by someone or something. Possessive adjectives are the same as possessive pronouns.
1. My book.
2. Your doll.
3. His phone.

Adverb

a. Adverb of time

An adverb of time tells us when something is done or happens. We use it at the beginning or at the end of a sentence. We use it as a form of emphasis when we place it at the beginning. Adverbs of time include *afterwards, already, always, immediately, last month, now, soon, then,* and *yesterday*.
1. He collapsed and died *yesterday*.
2. His factory was burned down *a few months ago*.
3. *Lask week*, we were stuck in the lift for an hour.

b. Adverb of place

An adverb of place tells us where something is done or happens. We use it after the verb, object or at the end of a sentence. Adverbs of place include words such as *above, below, here, outside, over there, there, under, upstairs*.
Example:
1. My mother standing *here*.
2. You can find the book *over there*.

c. Adverb of manner

An adverb of manner tells us how something is done or happens. Most adverbs of manner end in –ly such as *badly, happily, sadly, slowly, quickly*, and others that include *well, hard, fast*, etc.
Example:
1. The students compete *fairly*.
2. He stared at me *curiously*.

d. Adverb of degree

An adverb of degree tells us the level or extent that something is done or happens. Words of adverb of degree are *almost, much, nearly, quite, really, so, too, very*, etc.
Example:
1. The competition almost done.
2. The boy reads quite clearly.

e. Adverb of frequency

An adverb of frequency tells us how often something is done or happens. Words used as adverbs of frequency include *again, almost, always, ever, frequently, generally, hardly ever, nearly, nearly always, never, occasionally, often, rarely, seldom, sometimes, twice, usually*, and *weekly*.
Noun (Abstract Nouns, Collective nouns, Common Nouns, Concrete Nouns, Proper noun, Abtractive noun, Pronouns**)**
Verb (Normal Verbs, Abstract Verbs, Possessive verbs, Emotion verbs, Action verbs, Transitive verbs, Intransitive, Linking verbs**)**

Collocation

Collocations represent a key constituent of the lexicon of natural language. They are a very interesting and important phenomenon in language, whose importance is perhaps farther-reaching than previously thought. Recent studies on translation have demonstrated that collocations are very important lexical constituents of texts and thus in translation. Everybody uses collocations spontaneously in their speeches or writing, either from experience, dictionaries, from reading, or listening to native speakers, lectures,or conversations; indeed, collocations are a notoriously difficult area for language learners and, naturally, translators. Collocation occurs when two or more words combine, forming a lexical unit such as *to have a lunch,* or *extremely happy*.   Collocations play a vital role in the language: they are considered to be the mechanism that provides cohesion or *textuality* to the text (Kistijantoro, 2014). In addition, collocations are an essential organizing principle in the terminology of any language (F. M. Sari, 2015), (Wahyudin, 2015). The importance of collocations in the language is combinations of words that endow the language with natural sounding speech and writing (Wantoro et al., 2020)."

Classification of Collocation

There are many types of collocations. Since there are nine parts of speech: noun, adjective, adverb, verb, preposition, conjunction, article, pronoun and interjection. The first five parts could be combined to compose collocations. Based on the theory, the writer more focus on lexical collocation. The writer notice that in classifications there are the following patterns: (Adj+N), (N+V), (N+N), (V+N), (V+Adv), and (Adv+Adj).

PATTERN	EXAMPLE
Adj + N	Bright colour
N + V	The economy boomed
N + N	A sense of pride
V + N	Filled band
V + Adv	Smiled proudly
Adv + Adj	Happily married

Table 2 Theory of collocation of McCarthy and O' Dell

Lexical Collocation

A collocation is memorized as a lexical unity, but at the same time iis typically divided in two, both semantically and grammatically. In another definition collocations are combinations of two or more lexical items in a grammatical pattern in which one is used in literal sense and the other in a figurative sense. There are two types of collocations: *lexical* and *grammatical* collocations (Phoocharoensil, 2011).

Grammatical Collocations

Grammatical Collocations are characterized by compounding with a preposition, where a preposition is used with a noun, verb, or an adjective: *by mistake* and *depend on*. Lexical collocations, which are the focus of this study, are the natural combinations between content words (nouns, verbs, adjectives, and adverbs). Grammatical collocations on the other hand contain a dominant word, such as a noun, a verb, or an adjective and a preposition or grammatical structure (Oktavia & Suprayogi, 2021), (Widianingsih & Gulö, 2016). Grammatical collocations are further divided into eight types. Grammatical collocations, especially prepositional collocations.

Lexical Vs Grammatical Collocations

Since this research is concerned with lexical collocations and not grammatical ones the term "collocation" refers to "lexical collocations" (Puspita, n.d.), (Tanenhaus et al., 2000). The difference between grammatical and lexical collocations is that the former includes a principal word that is an adjective, a verb or a noun and a grammatical word which is usually a preposition whereas the latter does not include grammatical words like prepositions (B. N. Sari & Gulö, 2019), (Mandasari & Wahyudin, 2021). Lexical collocations consist only of lexical words and they may be more difficult to learn. Consequently, phrasal verbs such as *carry on* and *give up* are considered as grammatical collocations and they are found in all English. English dictionaries while specific dictionaries are allocated to lexical collocations which may be ignored by native speakers too (Ambarwati & Mandasari, 2020). In the following two tables, the constituents of each type of collocation with classified .

METHOD

This research analyze the type and the pattern of collocation used in *The Railway Children* novel. To support the writer's analysis, the writer uses qualitative research. Qualitative research as "a method of inquiry employed in many different academic disciplines, traditionally in the social sciences, but also in market research and further context". From that quotation the writer conclude that qualitative research used in many aspects, and qualitative is kind of method that used in a research that done systematically. So, here the data source of this research is *the railway Children* novel. The data is the sentence or the phrase inside the novel. Because the writer believes that those sentence/phrase contained collocation words.

RESUSLT AND DISCUSSION

The type of Collocation in the railway children novel

There are six different types of collocation based on McCharty and O'dell theory, such as Adjective + Noun (Adj + N), Noun + Verb (N + V), Noun + Noun (N + N), Verb + Noun (V + N), Verb + Adverb (V + Adv), and Adverb + Adjective (Adv + Adj).

Below is the table of type of collocation related to the lexical collocation:

| NO	PATTERN	FINDING
1	Adj + N	25
2	N + V	2
3	N + N	2
4	V + N	8
5	V + Adv	11
6	Adv + Adj	6

4.1.1 Adjective + Noun

There are twenty five collocation terms that are found by the writer, but the writer just post five data as her data sample in this following:
Datum 1

Page	Sentences / phrase
12	- The other said he cried over it, but of course boys of ten do not cry, however <u>terrible the tragedies</u> may be which darken their lot.

From the datum above, the type of collocation appears in the novel is Adj + N.

Terrible   the tragedies
  Adj   N

          ↓   ↓

Descriptive Adj   N

Terrible the tragedies
N (Abstract N)
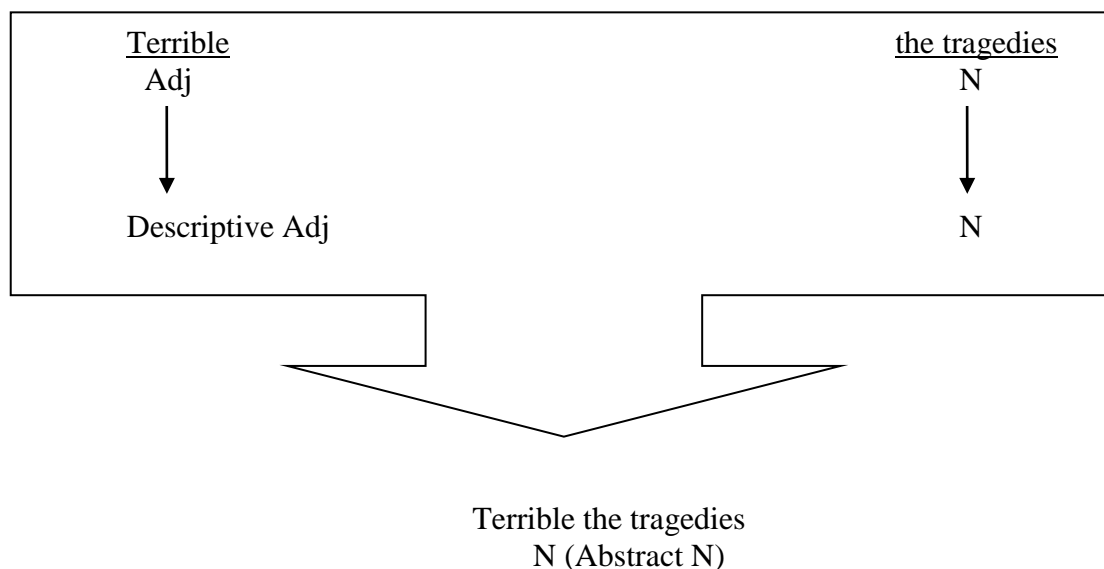
Based on oxford collocation dictionary for English study, the word terrible is collocated with the word tragedy; terrible is Adj, and tragedy is N. Based on oxford dictionary, Terrible is extremely unpleasant or disagreeable. Tragedy is an event causing great suffering, destruction, and distress, such as a serious accident, crime, or natural catastrophe. Terrible the tragedy is the bad event that happened in the story. From the content of sentence that exists in the novel, it is clear that the meaning of terrible the tragedies here have the same meaning as dictionary said, that is not metaphor meaning used to indicate another meaning of terrible the tragedies in that sentence. But from that datum there is the existence of the word article 'the' as the defining the noun, so the article doesn't influence the word.
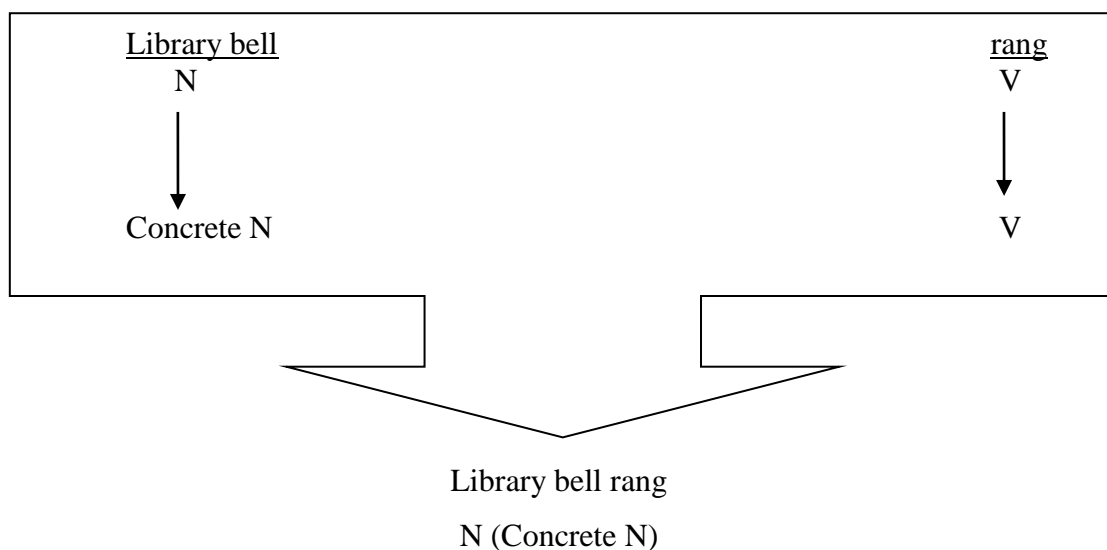
Noun + Verb

There two collocation terms that is found by the writer, so the writer just post two data as her data sample in this following:

Datum 6

Page	Sentence / Phrase
16	- Then the <u>library bell rang,</u> and everyone heaved a breath of relief.

From the datum above, the type of collocation appears in the novel is N + V

Library bell rang

N (Concrete N)

Based on oxford collocation dictionary for English student, the word bell is collocated with the word rang; bell is N and rang is V. Based on oxford dictionary, Bell is a device that includes or sound like a bell, used to give a signal or warning. Rang is action that appears in something that can be sound. Library bell rang is an action that happened in the library to give the signal or the warning to students. But from the datum there is the word library as to define of the word bell. From the content of the sentence that exists in novel, it is clear that the meaning of library bell rang has the same meaning as the dictionary said, that is not metaphor meaning used to indicate another meaning of library bell rang in that sentence.
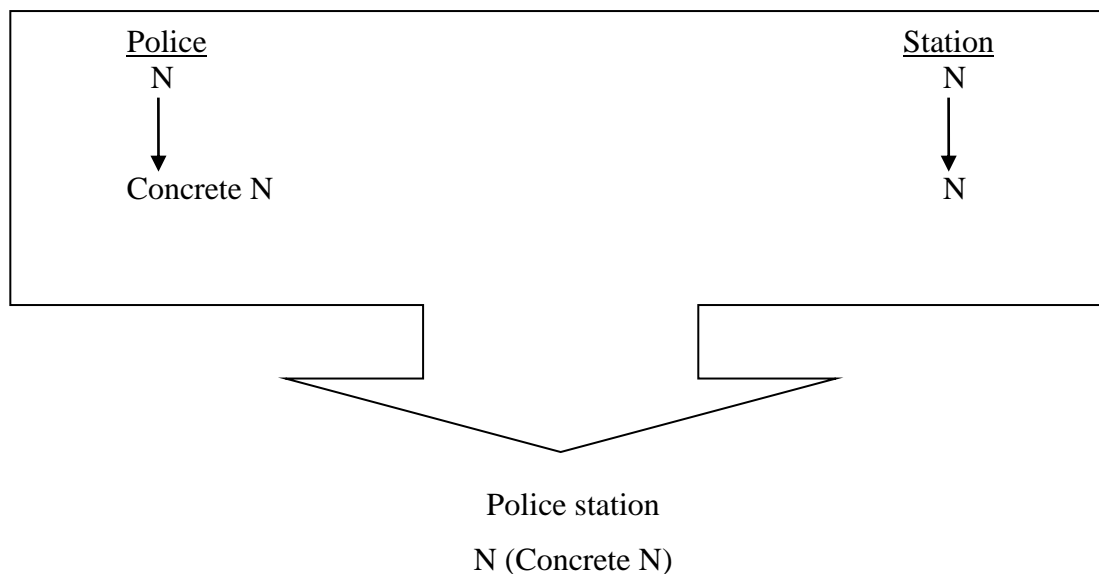
Noun + Noun

There are two collocation terms that are found by the writer, so the writer just post two data as her data sample in this following:

Datum 8

Page	Sentence / Phrase
37	- 'Not the <u>police station</u>!' said another voice from the darkness.

From the datum above, the type of collocation appears in the novel is N + N.

Police station
N (Concrete N)

Based on oxford collocation dictionary for English study, the word police is collocated with the word station; police is N and station is N. Based on oxford dictionary, Police is the civil force of a state, responsible for the prevention and detection of crime and the maintenance of public order. Station is a place or a building where specified activity or service is based. Police station is a place for police to do the duty to give the service who need help in any situation of crime. From the content of the sentence that exist in novel, it is clear that the word police station has the same meaning as dictionary said, that is not metaphor meaning used that indicate another meaning of police station in that sentence.

CONCLUSION

Having done the analysis, the conclusion can be derived as follow. The writer found 54 collocation terms in the railway children novel in which 25 Adjective + Noun, 2 Noun + Verb, 2 Noun + Noun, 8 Verb + Noun, 11 Verb + Adverb, 6 Adv + Adjective. In fact, from research previously done the researcher can prove that the railway children novel writers use English collocation. Novel's writer used several type of collocation based on the idea and the story to convey and reveal.

The researcher has previously identified several types of collocation used by the railway

children novel writers in conveying their massage and idea. The researcher has made the identification easy to understand and hopefully readers can get additional knowledge from this identification of english collocation. The collocation in the railway children novel has been design in form of table as the datum. The researcher of the novel also used these combinations in the writing. The collocation in sentence is cause by the repetition of native speaker where they used it every day. The analysis and findings show that there are collocation term in the sentence exist in the railway children novel.

REFERENCES

Afrianto, A., & Ma'rifah, U. (2020). VARIOUS ENGLISH EQUIVALENTS OF INDONESIAN PREPOSITION'PADA'IN'LASKAR PELANGI'NOVEL TRANSLATION. *LEKSEMA: Jurnal Bahasa Dan Sastra*, 5(1), 49–63.

Ambarwati, R., & Mandasari, B. (2020). THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS'PRONUNCIATION AND VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, 1(2), 50–55.

Anuar, N. I. M., Mohamad, S. R., Zulkiffli, W. F. W., Hashim, N. A. A. N., Abdullah, A. R., Rasdi, A. L. M., Hasan, H., Abdullah, T., Deraman, S. N. S., & Zainuddin, S. A. (2020). Impact Of Social Media Influencer On Instagram User Purchase Intention Towards The Fashion Products: The Perspectives Of Students. *European Journal of Molecular & Clinical Medicine*, 7(8), 2589–2598.

Evayani, W., & Rido, A. (2019). Representation of Social Actors in Sexual Violence Issue in The New York Times and The Jakarta Post Newspapers: A Critical Discourse Analysis. *Teknosastik*, 17(2), 43–55.

Fischer-Starcke, B. (2009). Keywords and frequent phrases of Jane Austen's Pride and Prejudice: A corpus-stylistic analysis. *International Journal of Corpus Linguistics*, 14(4), 492–523.

Fitri, E., & Qodriani, L. U. (2016). A study on flouting maxims in Divergent novel. *Teknosastik*, 14(1), 32–40.

Gulö, I. (n.d.). *IMPLEMENTATION OF ENGLISH THEME AND RHEME TO NIAS LANGUAGE*.

Gulö, I. (2019). Predicates of Indonesian and English Simple Sentences. *Teknosastik*, 15(2), 76–80.

Istiani, R., & Puspita, D. (2020). Interactional Metadiscourse used in Bloomberg International Debate. *Linguistics and Literature Journal*, 1(1), 13–20.

Kardiansyah, M. Y., & Salam, A. (2020). The Translator's Strategy as a Cultural Mediator in Translating Indonesian Novel into English. *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 413–418.

Kistijantoro, A. I. (2014). Vitality based feature selection for intrusion detection. *2014 International Conference of Advanced Informatics: Concept, Theory and Application (ICAICTA)*, 93–96.

Kuswoyo, H. (n.d.). *Advances in Language and Literary Studies Declarative Sentence Pattern In" Laskar Pelangi" And" The Rainbow Troo...*

Kuswoyo, H., Sujatna, E. T. S., Indrayani, L. M., & Rido, A. (2020). Cohesive Conjunctions and and so as Discourse Strategies in English Native and Non-Native Engineering Lecturers: A Corpus-Based Study. *International Journal of Advanced Science and Technology*, 29(7), 2322–2335.

Mandasari, B. (n.d.). AN ANALYSIS OF ERRORS IN STUDENTS'WRITTEN ENGLISH SENTENCES: A CASE STUDY ON INDONESIAN EFL LEARNERS. *16 November 2019, Bandar Lampung, Indonesia I*.

Mandasari, B., & Aminatun, D. (2020). VLOG: A TOOL TO IMPROVE STUDENTS" ENGLISH SPEAKING ABILITY AT UNIVERSITY LEVEL. *PROCEEDINGS UNIVERSITAS PAMULANG*, *1*(1).

Mandasari, B., & Oktaviani, L. (2018). English language learning strategies: an exploratory study of management and engineering students. *Premise: Journal of English Education and Applied Linguistics*, *7*(2), 61–78.

Mandasari, B., & Wahyudin, A. Y. (2021). Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class. *Ethical Lingua: Journal of Language Teaching and Literature*, *8*(1), 150–158.

Nazara, W. (2019). A note on the form and use of the language of Nias. *Teknosastik*, *17*(1), 15–22.

Oktavia, W. R., & Suprayogi, S. (2021). GRAMMATICAL COHESION IN BORIS JOHNSON'S SPEECH ENTITLED CORONAVIRUS SPREAD IN UK. *Linguistics and Literature Journal*, *2*(1), 8–16.

Phoocharoensil, S. (2011). Collocational errors in EFL learners' interlanguage. *Journal of Education and Practice*, *2*(3), 103–120.

Pratiwi, D. I., Putri, J., & Suhadi, A. (2020). SHORT STORY AS A MEDIA FOR MOTIVATING STUDENTS'IMPROVEMENT IN READING. *Premise: Journal of English Education and Applied Linguistics*, *9*(1), 30–41.

Puspita, D. (n.d.). CORPUS BASED STUDY: STUDENTS'LEXICAL COVERAGE THROUGH BUSINESS PLAN REPORT WRITING. *16 November 2019, Bandar Lampung, Indonesia I*.

Pustika, R. (2020). Future English teachers' perspective towards the implementation of e-learning in Covid-19 pandemic era. *Journal of English Language Teaching and Linguistics*, *5*(3), 383–391.

Qodriani, L. U., & Wijana, I. D. P. (2020). Language Change in 'New-Normal'Classroom. *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 385–389.

Rido, A., Kuswoyo, H., & Ayu, R. (2020). Interaction management strategies in English literature lectures in Indonesian university setting. *Indonesian Journal of EFL and Linguistics*, *5*(2), 315–337.

Sari, B. N., & Gulö, I. (2019). Observing Grammatical Collocation in Students' Writings. *Teknosastik*, *17*(2), 25–31.

Sari, F. M. (2015). *An Analysis of Classroom Interaction in the English Language Teaching Process (A Case Study at the Tenth Grade Students of Accelerated Class 1 and Accelerated Class 3 of SMA Negeri 3 Surakarta)*. UNS (Sebelas Maret University).

Tanenhaus, M. K., Magnuson, J. S., Dahan, D., & Chambers, C. (2000). Eye movements and lexical access in spoken-language comprehension: Evaluating a linking hypothesis between fixations and linguistic processing. *Journal of Psycholinguistic Research*, *29*(6), 557–580.

Tiono, N. I., & Sylvia, A. (2004). The types of communication strategies used by speaking class students with different communication apprehension levels in English Department of Petra Christian University, Surabaya. *K@ Ta*, *6*(1), 30–46.

Wahyudin, A. Y. (2015). *The implementation of scientific method in teaching English as a foreign language at senior high school level*. Universitas Pendidikan Indonesia.

Wantoro, A., Admi Syarif, A. S., Berawi, K. N., & Lukman, P. (2020). *Peer Review: Application-Based on Fuzzy Tsukamoto And Profile Matching for Combination Drugs Recommendations in Patients Hypertension with Complications*.

Widianingsih, N. K. A., & Gulö, I. (2016). Grammatical difficulties encountered by second language learners of English. *Proceedings of ISELT FBS Universitas Negeri Padang*, *4*(2), 141–144.