



**AN ANALYSIS OF LEXICAL COLLOCATION IN  
THE NOVEL EARTH BY TERE LIYE  
TRANSLATED BY GILL WESTAWAY**

**A THESIS**

*Submitted to the State Institute for Islamic Studies (IAIN)  
Padangsidempuan as a Partial Fulfilment of the Requirement for the  
Graduate Degree of Education (S.Pd.) in English*

**Written By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

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## LETTER OF AGREEMENT

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*Assalamu'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Erwina Hasibuan**, entitled "**An Analysis of Lexical Collocation in the Novel Earth by Tere Liye Translated by Gill Westaway.**" We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.


*Wassalam'alaikumwr.wb.*

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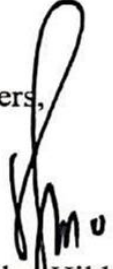
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## **LEGALIZATION**


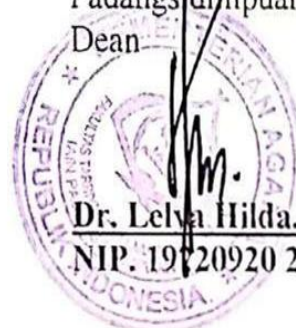
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### **ABSTRACT**

This research focuses on analyzing of lexical collocation in the novel Earth by Tere Liye Translated by Gill Westaway. By knowing it, readers will more easily understand the meaning and conceive lots of vocabulary about lexical collocation from the novel.

The formulation problems that should be answered in this research were: 1) What types of lexical collocation are found in the novel Earth by Tere Liye Translated by Gill Westaway? 2) What is dominant type of lexical collocation applied in the novel Earth by Tere Liye Translated by Gill Westaway? The purpose of this research were supposed to know the types of lexical collocation in the novel Earth by Tere Liye Translated by Gill Westaway and to know which most dominant types that found in the novel Earth by Tere Liye Translated by Gill Westaway.

This research was conducted by using descriptive qualitative research. The subject of this research was the novel Earth by Tere Liye Translated by Gill Westaway, while the object of this research was lexical collocation in the novel. This research had the following procedures in collecting data: the researcher read the novel, made a listed of the data of lexical collocation by those types and tabulating all types of lexical collocation found in the novel. The analysis of the data divided into six stages: collecting, identifying, confirming, classifying, categorizing, and analyzing.

The result of the research denoted that there were 6 types of lexical collocation in the novel. Totals in collocation that were found in 6 types were 241 lexical collocations. The most dominant type of lexical collocation that found in the novel is form adjective + noun = 51 collocations. While adverb + adjective = 34 collocations, noun + noun = 42 collocations, noun + verb = 40 collocations, verb + noun = 44 collocations, and verb + adverb or adverb + verb = 30 collocations which existed in the novel.

**Key words:** *Collocation, Types of lexical collocation*

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### **ABSTRAK**

Penelitian ini berfokus pada menganalisis kolokasi (sanding kata) leksikal dalam novel Earth oleh Tere Liye yang diterjemahkan oleh Gill Westaway. Dengan mengetahui itu, para pembaca akan lebih mudah mengerti makna dan memahami banyak kosa kata tentang kolokasi leksikal dari novel.

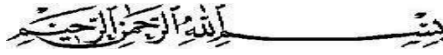
Rumusan masalah yang harus dijawab dalam penelitian ini adalah: 1) Apa saja jenis-jenis kolokasi leksikal yang ditemukan dalam novel Earth oleh Tere Liye terjemahan Gill Westaway? 2) Apa jenis kolokasi leksikal yang paling dominan yang diterapkan dalam novel Earth oleh Tere Liye terjemahan Gill Westaway? Tujuan penelitian ini adalah untuk mengetahui jenis-jenis kolokasi leksikal dalam novel Earth oleh Tere Liye dan untuk mengetahui jenis mana yang paling dominan yang ditemukan dalam novel Earth oleh Tere Liye yang diterjemahkan oleh Gill Westaway.

Penelitian ini dilakukan menggunakan penelitian kepustakaan. Subjek dari penelitian ini adalah novel Earth oleh Tere Liye yang diterjemahkan oleh Gill Westaway, sedangkan objek dari penelitian ini adalah kolokasi leksikal di dalam novel. Penelitian ini telah mengikuti beberapa prosedur dalam mengoleksi data: peneliti membaca novel, membuat daftar data dari kolokasi leksikal serta jenis-jenisnya dan menyusun dalam tabel semua jenis kolokasi leksikal yang ditemukan di dalam novel. Analisis data terbagi menjadi 6 tingkat: mengoleksi, mengidentifikasi, mengkonfirmasi, mengklasifikasi, mengkategorikan, dan menganalisis.

Hasil dari penelitian menunjukkan ada 6 jenis kolokasi leksikal di dalam novel. Jumlah kolokasi yang ditemukan dalam 6 jenis ada 241 kolokasi leksikal. Jenis kolokasi leksikal yang paling dominan yang ditemukan dalam novel adalah adjective + noun = 51 kolokasi. Sedangkan adverb + adjective = 34 kolokasi, noun + noun = 42 kolokasi, noun + verb = 40 kolokasi, verb + noun = 44 kolokasi, dan verb + adverb or adverb + verb = 30, yang ada dalam novel.

**Key words:** *Kolokasi, Jenis-jenis kolokasi leksikal.*

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Sojuangon Rambe, S.S., M.Pd., Mrs. Sri Minda, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd. Mr. Dr. Fitriadi Lubis, M.Pd and all academic cavities of IAIN Padangsidimpuan who have given me their valuable, helping and knowledge during I studied in this institute.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,  
Research

**Erwina Hasibuan**  
**Reg. No. 17 203 00073**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is foremost a means of communication, and communication almost always takes place within some sort of social context.<sup>1</sup> Language also was created for long time ago. It belonged to a product of culture that was made, used and spread out all over the world. Every region or country has its own culture and language. Because of through language, people can express ideas, suggestion, feeling, and opinion. People also use language to interact and socialize with each other directly. And also people cannot communicate if there is not a language, because a language can make someone speak well and politely even though it is through speaking, listening, reading and writing.

Allah SWT the almighty also explain about that in the Holy Qur'an Surah Ar-Rum verse 22 which means : *“That among the signs is that created in the heavens and the earth, and the variations in your languages and your color skin, in that are signs for people who know.”*

Indonesia also has its own characteristics. That is the National language named Indonesian. Then, Indonesia was inaugurated as the National language after the Proclamation of Indonesian Independence, August 18, 1945. Therefore, Indonesian is easily understood by ninety

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<sup>1</sup> Julie S Amberg dan Deborah J Vause, “Introduction : What is language ?” (n.d.), <https://assets.cambridge.org>.



percent of Indonesians as their mother tongue. Because it aims to be learned and can add knowledge about language so one day when communicating with foreigner, the speaker is able to master it and more confident to speak. The language used to relate among of some countries said an international language. There are some international countries as one of them is English.

English is spoken as the first language by British people. English is also said as an international language because it is most commonly used by people in many countries as a foreign language. Therefore, English is one of the popular languages of the six official languages in the United Nations, namely Arabic, French, Spanyol, Rusia, and Mandarin. English is also the most widely mastered because has some important goals.

Semantic is the study of the meaning of linguistic expressions. The language can be a natural language, such as English or Navajo, or an artificial language, like a computer programming language. Meaning in natural languages is mainly studied by linguists.<sup>2</sup> Semantic can be defined as the science of meaning, which is one of three levels of language analysis such as phonological, grammatical and semantic. The word semantics is associated as a term used for the field of linguistic signs and the things that signify, or in other hand, the field of study in linguistics which studies meaning in language. Semantic component is a

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<sup>2</sup> Agus Makmur, "The Analysis of Collocation in The Novel 'The Lost Symbol' By Dan Brown" (Syekh Nurjati State Islamic Institute Cirebon, n.d.), <http://repository.syekhnurjati.ac.id/id/eprint/2839>.

combination of words, also known as a composite of lexical unit. The definition of lexical unit is a form meaning composite that represent a lexical form like collocation.

To make easier to speak and write something, people need to know about appropriate combination of words as lexical collocation. Lexical collocation is a combination of two or more than two words that commonly fit each other so that it cannot be separated.<sup>3</sup> Which is lexical collocation only sounds natural to native English speakers, and non-native ones are not natural. Therefore, a conversation or writing will not look stiff and it will be natural. Lexical collocation also is the level of word types, can be verbs, nouns, adjectives, adverb and so on. The combination of the two or more words will form a term or meaning.

From that can be concluded that collocation has an independent semantic component. Because a semantic component is a combination of words, also known as a composite of lexical units that comes to the meaning of such word combination and can be exchanged as long as it retains the same meaning. So, the similar words like that can make people have tendency when making mistake in collocation. Even though people can understand the meaning individually, but they are still not easy to combine words with other words as collocation. Therefore, not all the collocations can be combined from different word or more, because it will form a meaning that is strange and sounds foreign to native speaker.

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<sup>3</sup> Adi Rahmat Wijaya, "An Analysis On English Collocation Used By The Main Characters of The Chronicle Of Narnia 'The Lion, The Witch and The Wardrobe' Novel By C.S Lewis" (University Of Muhammadiyah Malang, 2016), p.2, <https://eprint.umm.ac.id/35682/>.

The reason of the researcher wants to do the research about lexical collocation by analyzing the novel because through this research, people will be easier to understand in combining words, and it can help to increase vocabulary. By increasing knowledge of vocabulary, it will be able to make it easier for writing, speaking, reading, and listening. Researcher also really hope that when studying collocations, many people will be able to present well a word combination without the help of a dictionary, because when people can memorize all the collocation formulas, it will be very helpful in starting a conversation with anyone with confidence. By building this confidence, sentences from collocations will sound natural and smooth when speaking.

Then, a researcher chooses a novel as a project of the material for analysis of lexical collocation because people have to improve style in writing and memorize new words that people can find everywhere. And also, people will be confident in talking something even though not native speakers. Meanwhile, conducting the research using English novel is a good way to deliver knowledge of that language itself because people must feel more joyful when learning by using novel and can feel interested when reading and studying a novel. It can also develop thoughts about novel stories that have positive lesson.

The researcher chooses the novel *Earth* by Tere Liye because this novel is as one of the new best seller when the novel was published in 2014. This novel also has an interesting theme, which is an adventure to



find one's true self. In Earth novel contains imaginative adventures that can destroy the boredom in one's life. Adventure is an activity that can make everyone enjoy the true meaning of life. If everyone enjoy their life, they won't be sad and dizzy when they get into a problem.<sup>4</sup> Tere Liyes' earth novel raise elements of magical realism that are more inclined to the fantasy genre. Most teenagers tend to imagine that they can have a magical ability or even go on an adventure to a magical realm that exist in their imagination.<sup>5</sup>

There are many lexical collocations that the researcher find in this novel, where when reading, it will get a lot of lexical collocations that are sometimes rarely known. For example: Continued fighting, died immediately, absolutely essential. The novel Earth has a mandate value that can be said to be extraordinary, both expressed and implied. From there, people can take valuable lessons from every event narrated in this novel. This novel is really suitable for filling spare time, especially for teenagers because the storyline does not make a reader bored but on the contrary, this novel can make the reader continuously curious about the ending of the story. The storytelling of this novel is also not only serious, but there are many light jokes that make the reader not bored and feel relaxed. The design of the cover of this book is also quite interesting, with a harmonious design but different in style and color.

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<sup>4</sup> Sulisty Nugroho et al., "Dunia fantasi dalam novel bumi karya tere liye" (2018): 205, <http://research-report.umm.ac.id>.

<sup>5</sup> Ananda Farah Salsabila, "Unsur Elemen tak Tereduksi ( Irreducible Element ) Realisme Magis Dalam Novel Bumi Karya Tere Liye Irreducible Element of Magical Realism in Tere Liye ' s Novel Bumi" 1, no. 1 (2021): 52, <http://journal3.um.ac.id>.

Based on the explanation above, the researcher wants to know more about lexical collocation as an important thing to learn in this study. The researcher becomes interested in analyzing the title “An Analysis of Lexical Collocation in the Novel Earth by Tere Liye Translated by Gill Westaway.”

#### **B. Focus of the Problem**

The research focuses on analyzing in all types of the lexical collocation in the novel Earth by Tere Liye. The researcher limited the study on the lexical collocation in novel Earth by Tere Liye Translated by Gill Westaway (In chapter 1 until chapter 3) because from chapter 1 to chapter 3 tells the introduction of the main character which is described in the right sentence. Therefore, in chapter one until two has a lot of vocabularies that combined into a collocation.

#### **C. Formulation of the Problem**

Based on the background above, the writer classifies the problems as follows :

1. What types of lexical collocation are found in the novel Earth by Tere Liye Translated by Gill Westaway?
2. What is dominant type of lexical collocation applied in the novel Earth by Tere Liye Translated by Gill Westaway?

#### **D. Objectives of the research**

Based on the formulation of the problem previously, this research has two objectives, as follow:

1. To find out the types of lexical collocation applied in the novel Earth by Tere Liye Translated by Gill Westaway
2. To find out the dominant lexical collocation in the novel Earth by Tere Liye Translated by Gill westaway.

#### **E. Significance of the research**

The significance of the study are :

- a. Theoretically :
  1. This research will give information academic reference of the collocation and to give more information to the educators dealing with the types of collocation
  2. A novel will help the writer to know more about lexical collocation, especially how people perform English collocation through in the daily life communication
- b. Practically :
  1. For readers : to understand more the way and the knowledge how the collocation actually and also by collocation, people can be also easy to remember vocabulary, use the language correctly, and speak more natural and general
  2. For researcher : to develop the other researcher's knowledge for the next research to the translation study

## **F. Definition of Key Term**

### 1. Lexical Collocation

Lexical collocation is combination of word that used together. It means that two words combine together in a sentence and take the one meaning from that. Lexical collocation refers to the combination of two or more content words like nouns, adjective, adverbs, and verbs.

### 2. Novel

Novel is a type of literary work in the form of prose. Which is result of the author's imagination when discussing a problem about human life. Design through the written word, a representative of human life that instructs or diverts both.

### 3. Novel *Earth* by Tere Liye

This novel tells the story of an inter-clan adventure with the main character, her name is Raib. Raib is a pure descendant of the Moon Clan and he goes on an adventure to a parallel world with her two best friends, namely Seli and Ali. Seli came from the descendant of the Sun Clan, while Ali came from the Earth or Land Clan. Actually, the three of them are teenagers in general, but in this novel the beginning of everything is revealed.

## **G. Related Findings**

There are similar previous researches that related to the research's topic. Therefore, the researcher uses these researches as the developing

of ideas. Finally the researcher found 5 theses which are researched by using collocation theory. Here are some previous researches that related to lexical collocation.

The first was conducted by Nur Hasanah.<sup>6</sup> The data was taken from in the novel Percy Jackson & The Olympians. The writer classified the most common patterns in three explanations about the theory by several experts. From analyzing the novel, she found that there were 7 types of English Collocation in the novel. The most frequent in the types of English collocation that found in the novel is form the adjective + noun = 280 collocations. While adverb + adjective = 60 collocations, noun + noun = 107 collocations, noun + verb = 21 collocation, verb + noun = 56 collocations, verb + expression with preposition = 8 in which from these patterns, they are including lexical collocation type proposed by Benson.

The second was written by Agus Makmur.<sup>7</sup> The researcher concluded this research while the question above. The researcher found There are 41 collocation words. Retaled the data above the 41 collocation consist of 10 collocation types in the lexical and grammatical categories. From the 41 collocation words the dominant in the adjective + noun collocation type there are 21 collocation words as the lexical category. Other hand the more little of collocation word is verb + verb type there is

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<sup>6</sup> Nur Hasanah, "An Analysis of English Collocation in The Novel Percy Jackson & The Olympians: The Lightning Thief" (Antasari state Institute For Islamic Studies Banjarmasin, n.d.), <https://idr.uin-antasari.ac.id/id/eprint/3643>.

<sup>7</sup> Makmur, "The Analysis of Collocation in The Novel 'The Lost Symbol' By Dan Brown."

1 collocation word as the grammatical category. And the average of collocation data in the other type there are 2 collocation words in the each collocation type. This is indicated that the dominant of collocation is the lexical category (nominal sentence).

The third was written by Ahmad Ali.<sup>8</sup> 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 researcher found from the total number of English collocation analyzed, the researcher found is 125 collocation, all of them and the dominant collocation mostly found in the novel were noun verb or verb noun.

The fourth was written by Adi Rahmat Wijaya.<sup>9</sup> Therefore, the researcher used descriptive qualitative research design that is to explain the English collocations and its patterns, which are found in “The Chronicle of Narnia” novel will be explained descriptively. The researcher found some kinds and patterns of Grammatical collocation (Noun + Preposition), (Noun + To Infinitive), (Preposition + Noun), (Adjective + Preposition), (Adjective + To Infinitive), (Adjective + That Clause), (Verb + preposition) and Lexical collocation (Verb + Noun), (Adjective + Noun), (Noun + Noun), (Adverb + Adjective), (Verb +

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<sup>8</sup> Ahmad Ali, “Collocation in the novel *Nothing but The Truth*,” *Photosynthetica* (University of Muhammadiyah Sumatera Utara, n.d.), <http://repository.umsu.ac.id/handle/123456789/3858>.

<sup>9</sup> Adi Rahmat Wijaya, “An Analysis On English Collocation Used By The Main Characters of The Chronicle Of Narnia ‘The Lion, The Witch and The Wardrobe’ Novel By C.S Lewis” (University Of Muhammadiyah Malang, n.d.), <https://eprint.umm.ac.id/35682/>.



Adverb),. In addition, the researcher also found an English collocation “in between” as a unique finding which exist in the BBI Combinatory Dictionary of English, but it is not match with all the available patterns.

The fifth was written by Jimmi, Juniato Sidauruk, and Titin Suprihatin.<sup>10</sup> In the novel *Twilight New Moon*, the researcher uses the collocation in her novel because, it is understandable for the readers about the meaning of the contents of the novel. It can help the readers to read faster. The collocation also makes the novel more fascinating than another novel.

Finally, from those related findings which analyzed lexical collocation in the novel, it can be concluded this research has the same topic interest to investigate. This research is written by researcher to complete the kind of researchers before and the researcher tries to focus on the lexical collocation that found in the novel *Earth* by Tere Liye Translated by Gill Westaway.

## **H. Methods of the Research**

This research conducts qualitative research because this research analyzes lexical collocation in the novel. And also this chapter describes about the research method such as types of research, source and the data, instrument of research, technique of data collection and technique of data analysis.

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<sup>10</sup> Juniato Sidauruk, “The collocation analysis of twilight new moon novel,” no. October (2019), <https://journal.uinmataram.ac.id>.

### **1. Types of the Research**

This research is designed with library research to extend the theory and references to sustain the analysis. This research is included into descriptive qualitative research that explains the lexical collocation and its patterns which are found in the novel. The collecting data analyzed based on the selected theory proposed by Benson theory about lexical collocation.

### **2. Source of the Data**

The researcher analyzes novel as the source of data. The researcher chooses the novel Earth by Tere Liye a year of 2019 in chapter 1 until chapter 3 that translated by Gill Westaway.

### **3. Instrument of the Research**

The instrument in this research is researcher itself because the researcher directly needed to observe the data. This research concerns to the text and document form from chapter 1 until chapter 3 in the novel Earth by Tere Liye Translated by Gill Westaway.

**Table 1.1 Types of lexical collocation**

No	Sentence of Collocation	Chapter	Page
1			
2			
3			
4			
5			
6			

#### **4. Technique of Data Collection**

To collect the data, there are some steps used by researcher in order to accomplish this research. Moreover, those steps are elaborated as follows :

- a. Reading the novel carefully
- b. Determining and listing of lexical collocation in the novel
- c. Revealing the patterns of lexical collocation which has been collected
- d. Find the lexical collocation in the novel

- e. Tabulating all types of lexical collocation and its patterns for answering the research question.

## 5. Techniques of Data Analysis

After the data have been collected, the researcher must determine whether the result answer the research question. The data are supported by the theory, which have been received. The data will analyze through the following procedures<sup>11</sup>:

- a. Collecting : Collect the data that consider with lexical collocation found in the novel
- b. Identifying : Identify the words that consider as lexical collocation found in the novel
- c. Confirming : Confirm the data that have been identifying the lexical collocation in the novel with a dictionary or the internet
- d. Classifying : The researcher classifies all the data of lexical collocation into some types in the novel
- e. Categorizing : Categorizing the types of lexical collocation
- f. Analyzing : Analyzing all the data with lexical collocation

## 6. Trustworthiness

There are similar previous researches that related to the research's topic. Therefore, the researcher uses these researches as the developing of ideas. Finally the researcher found 5 theses which are researched by

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<sup>11</sup> Nur Hasanah, "An Analysis of English Collocation in The Novel Percy Jackson & The Olympians: The Lightning Thief" (Antasari state Institute For Islamic Studies Banjarmasin, 2015), <https://idr.uin-antasari.ac.id/id/eprint/3643>.

using collocation theory. Here are some previous researches that related to lexical collocation.

The first was conducted by Nur Hasanah.<sup>12</sup> The data was taken from in the novel Percy Jackson & The Olympians. The writer classified the most common patterns in three explanations about the theory by several experts. From analyzing the novel, she found that there were 7 types of English Collocation in the novel. The most frequent in the types of English collocation that found in the novel is form the adjective + noun = 280 collocations. While adverb + adjective = 60 collocations, noun + noun = 107 collocations, noun + verb = 21 collocation, verb + noun = 56 collocations, verb + expression with preposition = 8 in which from these patterns, they are including lexical collocation type proposed by Benson.

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<sup>12</sup> Nur Hasanah, "An Analysis of English Collocation in The Novel Percy Jackson & The Olimpians: The Lightning Thief" (Antasari state Institute For Islamic Studies Banjarmasin, n.d.), <https://idr.uin-antasari.ac.id/id/eprint/3643>.

<sup>13</sup> Makmur, "The Analysis of Collocation in The Novel 'The Lost Symbol' By Dan Brown."

collocation data in the other type there are 2 collocation words in the each collocation type. This is indicated that the dominant of collocation is the lexical category (nominal sentence).

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## **I. Outline of the Research**

This research is organized into five chapters. Every chapter is subdivided into some subtopics to elaborate the given issues. Chapter one consists of background of the problem, focus on the research, formulation of the problem, objective of the research, significances of the research, definition of key terms, related findings and methods of the research.

Chapter two consists of theoretical description. It presents review of collocation, lexical collocation and strong and weak of collocation.

Chapter three consists of review of novel, "Earth" novel, the essential elements of the novel, biography of Tere Liye and biography of Gill Westaway.

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<sup>14</sup> Ahmad Ali, "Collocation in the novel *Nothing but The Truth*," *Photosynthetica* (University of Muhammadiyah Sumatera Utara, n.d.), <http://repository.umsu.ac.id/handle/123456789/3858>.



## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Collocation

##### 1. Definition of Collocation

McCarthy and O'Dell stated a collocation is a pair or group of words that are often used together.<sup>15</sup> Means collocation is a word in English that is combined with other words to form a meaning that is mutually suitable and if it is replaced with another word, it will create an unusual meaning even though the word has the same meaning. Therefore, the combination of these words has often been used or is familiar to express a certain meaning. In addition, collocation makes it easy to compose sentences both when speaking and writing. Even in vocabulary there are also many collocations that are used together. By understanding collocation, English sounds more natural and easy to understand.

Leed and Nakhimovsky also define that collocation are word pairs and phrases that are the sources of the difficulty for nonnative speakers of a language.<sup>16</sup> Phrase and collocation are certainly different even though they have the same meaning. Phrase is a group of words that do not have a subject and a verb. Phrase can be form of noun

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<sup>15</sup> Michael Mccarthy dan Felicity O Dell, *English Collocation s In Use intermediate*, 2017, <https://myigcworksheets.files.wodpress.com>.

<sup>16</sup> Sarjana Pendidikan dan Dewanti Eka Larasati, "An analysis on the translation of the collocations in negeri 5 menara" (2013), <https://repository.uksw.edu>.

phrase, adjective phrase, verb phrase and prepositional phrase. Phrase as a whole will have its own meaning but if it is separated the meaning may change.

Benson also stated that study of the combination of word which has fixed combination and recurrent combination called as collocation in all languages around the world especially in English<sup>17</sup>. In Indonesian, collocation means *sanding kata*, a group of words that frequently appear together, for instance, in English the word *bath* goes with *take* not with *do*, so the word bath becomes *take a bath*.<sup>18</sup>

Collocation sounds as phrase but they are not fully same especially on their meaning, it can be same in form but different in the special custom of the meaning. As the example *completely satisfied*, *regular schedule*, *a cup of coffee*, *bus departed*, *give opinion*. The difference between phrase and collocation is in the placement. Means a phrase does not consist of subject and verb. Where a phrase only consists of one function, it can consist of a subject only, it can also only consist of a verb or it can start with a preposition. While a collocation in linguistically, the act of placing one word with another word with a fixed meaning or a new meaning. But, the main difference between both of them actually does not exist, collocation is just a new vocabulary that

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<sup>17</sup> Adi Rahmat Wijaya, "An Analysis On English Collocation Used By The Main Characters of The Chronicle Of Narnia 'The Lion, The Witch and The Wardrobe' Novel By C.S Lewis" (University Of Muhammadiyah Malang, 2016), p.7, <https://eprint.umm.ac.id/35682/>.

<sup>18</sup> Pendidikan dan Larasati, "An analysis on the translation of the collocations in negeri 5 menara," 14.

was born to form a general term on the combination of two or more words.

All phrases are collocations, but not all collocations are phrases. For instance : **I walked to the hall** and **I walked on foot**.

The two examples above both have prepositional phrase. But only one has prepositional collocation. The example **I walked on foot** is preposition collocation because it's difficulty changing the word combination from prepositional phrase like **I walked ~~by~~ foot**. Whereas the example **I walked to the hall**, it can still be changed to **I walked through the hall, I walked across the hall, I walked along the hall**.

Rafe S. Zaabalawi and Anthony M. Gould also define that collocation consists of two or more words that frequently occur together. Such combinations sound natural to native English speaker.<sup>19</sup> It means that collocation has a series of phrases that are commonly used and form a special unit of meaning and one of the words from the phrase cannot be replaced or cannot be removed. Because when want to remove it, then the meaning will not be the same. Like in Indonesia language also has a concept of collocation. For instance “Tong sampah”, it will sound strange if said to be “Ruang sampah” because it isn't common. That's why it's called “Tong sampah”.

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<sup>19</sup> . S Rafe, Rafe S Zaabalawi, dan Anthony M Gould, “English collocations : A novel approach to teaching the language ’ s last bastion Author Downloaded from Griffith Research Online English collocations : A novel approach to teaching the language ’ s last bastion” (2017): p.22, <https://www.sciencedirect.com/science/article/pii/S2215039016300509>

It defines collocation as the words that can be used in the sentence or paragraph, and it is identifiable word.<sup>20</sup> Collocations are characterized by limited compositionality. It calls 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.<sup>21</sup> It means that if one word is translated, it has an odd result, so that when translating the two words, it will have the real meaning. Therefore, it can be called a fixed combination of words.

In English language, collocation refers to a natural combination of words that are closely affiliated with each other. Here some examples are fast food, bad mood, and so on. Collocation makes it easier to avoid overused or ambiguous words like ‘beautiful’, ‘nice’, or ‘very’, by using words that fit the context better and that have a more precise meaning. Skilled users of the language can produce effects such as normal pattern of collocation. This approach is especially popular with poets, journalist, and so on.

Learning collocations is an important part of learning the vocabulary of a 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 collocations are more open,

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<sup>20</sup> Rizkina Putri, “An analysis of collocations used in written assignment” (Ar-Raniry State Islamic University Darussalam-Banda Aceh, 2018), 7, <https://repository.ar-raniry.ac.id/id/eprint/8632>.

<sup>21</sup> Ahmad Ali, “Collocation in the novel Nothing but The Truth,” p.21.

where several different words may be used to give a similar meaning, for example **keep to** or **stick to the rules**.<sup>22</sup>

Based on the definitions from some experts above, it can take the conclusion that the definition of collocation is related with the connection of word and another word that happen regularly in a language. The simplest way to describe collocations is to explain that the words only sound appropriate for native English speaking. Any other combination that might mean the same thing would seem unnatural.

According to Benson, there are two main types of collocation, they are Grammatical collocations and Lexical collocations.<sup>23</sup>

## **B. Types of Collocation**

### **1. Lexical collocation**

Lexical collocations do not contain grammatical elements. Lexical collocation is item where two lexical words regularly and naturally occur together. It defines that although some lexical collocations are quite direct and obvious in their meaning, others are not. For example, 'black coffee' clearly indicates that there is no milk in the coffee but it states that collocations which are not direct. For example, 'lay off' are the ones which cause the most problems to non-native speakers since the meaning are hidden.

The above study shows that lexical collocation is very important in the learning and use of the English language. Every second language

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<sup>22</sup> Mccarthy dan Dell, *English Collocation s In Use intermediate*.

<sup>23</sup> Wijaya, "An Analysis On English Collocation Used By The Main Characters of The Chronicle Of Narnia 'The Lion, The Witch and The Wardrobe' Novel By C.S Lewis," 8.

learner aspires to approximate the native speakers' competence. It has been noted that wrong use of collocation results in collocation error which is a grammatical error. Therefore adequate attention should be given to the teaching, learning and use of collocational patterns in the English language.<sup>24</sup>

From the explanation above, means the lexical collocation is the part of collocation category that is more dominant in the nominal sentence consists of noun, verb, adjective, and adverb and the lexical collocation there are eight types of collocation as the combination of part of speech.

## 2. Types of Lexical Collocation

Lexical Collocation is different with grammatical collocation which almost consists of preposition, infinitive and clauses. Basically, lexical collocation commonly consists of nouns, adjectives, verbs, and adverbs. Therefore, in lexical collocation there are six types of pattern of it, as follows:

**Table 1.2 Lexical collocation**

No	LEXICAL COLLOCATION
1	Adjective + Noun
2	Adverb + Adjective
3	Verb + Noun

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<sup>24</sup> Patricia N Chiekezie, "Lexical Collocations in the English Sentences : An Overview" 1, no. 1 (2021): p.8, <https://ojs.unm.ac.id>.



4	Noun + Verb
5	Noun + Noun
6	Verb + Adverb or Adverb + Adverb

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*. Secondly, lexical collocation does not seem to depend on grammatical types. So, collocation “strong argument” can be expressed, for example, *He argued strongly; or The strength of his argument: or His argument was strengthened.*<sup>25</sup> From the explanation above can conclude that lexical collocation are collocations at the level of word types can be verb, adjectives, nouns, and so on. The division of types or patterns in lexical collocation and the examples can be seen below<sup>26</sup> :

- a. Adjectives + Noun = In some instances, more than one adjective (or more than one form of the same adjectives) can collocate with the same noun.

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<sup>25</sup> Rio Rini dan Diah Moehkardi, “Grammatical and Lexical English Collocations : Some Possible Problem to Indonesian Learners Of English” 14, no. 1 (2002): p.7, <https://media.neliti.com>.

<sup>26</sup> Rini dan Moehkardi, “Grammatical and Lexical English Collocations : Some Possible Problem to Indonesian Learners Of English.”

For example : For an adolescent of my age, there's nothing special about me. I have long, straight, **black hair**. I am actually very different. I possess **special powers**. I have known this since I was small—although to this day my parents and **close friends** don't know.

Here, the researcher makes the example of sentences from novel Earth by Tere Liye chapter 1 page 5. *“My name is Raib. I am a new girl at the school. I am fifteen years old. I am only child. For an adolescent of my age, there's nothing special about me. I have long, straight, black hair. I like reading and I've got two cats at home. I am not clever or even popular. I just socialize with my classmates and mainly mix with the girls. My marks are average, none of them particularly spectacular, except in language—I really like that subject. In class Ten of this new school of mine I prefer to be on my own and observe, and watch my classmates playing basketball. I sit silently in the middle of all the bustle of the canteen, in front of the class, and in the playground. Actually since I was small, people have called me a shy child. I am not in fact really shy, but a couple of times friends or relatives have made of me. That's just the way it is, but this shyness is what makes me different from the majority of adolescents. I'm actually very different. I possess special*

powers. *I have known this since I was small—although to this day my parents and close friends don't know.”*

- b. Adverb + Adjective = They also can give extra information about adjectives or other adverbs.

For example : My marks are average, none of them **particularly spectacular**, except in language—I really like that subject. I am not in fact **really shy**, but a couple of times friends or relatives have made fun of me.

Here, the researcher makes the example of sentences from novel Earth by Tere Liye chapter 1 page 5. “...*My marks are average, none of them particularly spectacular, except in language—I really like that subject. In class Ten of this new school of mine I prefer to be on my own and observe, and watch my classmates playing basketball. I sit silently in the middle of all the bustle of the canteen, in front of the class, and in the playground. Actually since I was small, people have called me a shy child. I am not in fact really shy, but a couple of times friends or relatives have made of me. That's just the way it is, but this shyness is what makes me different from the majority of adolescents...*”

- c. Verb + Noun = Verbs and nouns have a lot fixed collocations that are set phrases.

For example : My marks are average, none of them particularly spectacular, except in language—I really **like that subject**. In

Class Ten of this new school of mine I prefer to be on my own and observe, And watch my classmates **playing basketball**.

Here, the researcher makes the example of sentences from novel Earth by Tere Liye chapter 1 page 5. *“My name is Raib. I am a new girl at the school. I am fifteen years old. I am only child. For an adolescent of my age, there’s nothing special about me. I have long, straight, black hair. I like reading and I’ve got two cats at home. I am not clever or even popular. I just socialize with my classmates and mainly mix with the girls. My marks are average, none of them particularly spectacular, except in language—I really like that subject. In class Ten of this new school of mine I prefer to be on my own and observe, and watch my classmates playing basketball. I sit silently in the middle of all the bustle of the canteen, in front of the class, and in the playground. Actually since I was small, people have called me a shy child. I am not in fact really shy, but a couple of times friends or relatives have made of me...”*

- d. Noun + Noun = This type of collocation indicates the unit that is associated with a noun.

For example : My name is Raib. I am a **new girl** at the school. In Class Ten of this **new school** of mine I prefer to be on my own and observe.

Here, the researcher makes the example of sentences from novel Earth by Tere Liye chapter 1 page 5. *“My name is Raib. I am a new girl at the school. I am fifteen years old. I am only child. For an adolescent of my age, there’s nothing special about me. I have long, straight, black hair. I like reading and I’ve got two cats at home. I am not clever or even popular. I just socialize with my classmates and mainly mix with the girls. My marks are average, none of them particularly spectacular, except in language—I really like that subject. In class Ten of this new school of mine I prefer to be on my own and observe, and watch my classmates playing basketball. I sit silently in the middle of all the bustle of the canteen, in front of the class, and in the playground. Actually since I was small, people have called me a shy child. I am not in fact really shy, but a couple of times friends or relatives have made of me....”*

- e. Noun + Verb = The proper nouns are subject and they are followed by verbs.

For example : In Class Ten of this new school of mine I prefer to be on my own and observe, And watch my **classmates playing** basketball. Her **fringe looked** a mess, and was right down over her forehead.

Here, the researcher makes the example of sentences from novel Earth by Tere Liye chapter 1 page 5. *“My name is Raib. I am a*

*new girl at the school. I am fifteen years old. I am only child. For an adolescent of my age, there's nothing special about me. I have long, straight, black hair. I like reading and I've got two cats at home. I am not clever or even popular. I just socialize with my classmates and mainly mix with the girls. My marks are average, none of them particularly spectacular, except in language—I really like that subject. In class Ten of this new school of mine I prefer to be on my own and observe, and watch my classmates playing basketball. I sit silently in the middle of all the bustle of the canteen, in front of the class, and in the playground...*"

- f. Adverb + Verb or Verb + Adverb = Adverbs are words that add more details and describe verbs while verbs are action words.

For example : I **sit silently** in the middle of all the bustle of the canteen. With my hands covering my face so my whole body **completely disappeared**. I had **actually come** downstairs from the second floor of our house some time ago.

Here, the researcher makes the example of sentences from novel Earth by Tere Liye chapter 1 page 5. "My name is Raib. I am a new girl at the school. I am fifteen years old. I am only child. For an adolescent of my age, there's nothing special about me. I have long, straight, black hair. I like reading and I've got two cats at home. I am not clever or even popular. I just socialize with my classmates and mainly mix with the girls. My marks are



*average, none of them particularly spectacular, except in language—I really like that subject. In class Ten of this new school of mine I prefer to be on my own and observe, and watch my classmates playing basketball. I sit silently in the middle of all the bustle of the canteen, in front of the class, and in the playground. Actually since I was small, people have called me a shy child. I am not in fact really shy, but a couple of times friends or relatives have made of me....”*

### **3. Strong and Weak of Collocation**

Collocation may be strong and weak. A strong collocation is where the relationship between two words is quite fixed and limited. It means that every words that have a lexical or grammatical are limited or without choice in composing. Strong collocation is collocation with words that don't match many other words. The connection is quite strong as there are very few other acceptable options for saying the same. Therefore, not all the words can be used as collocation because there are limit in compiling them. For example, the words “*turn on the lights*” is a strong collocation. Most other synonym will sound very strange and unnatural, like “*star a light*” or “*activate a light*”.

A weak collocation is the opposite of that. It includes words that have many other options. Means there are unlimited words and can be arranged through other possible word choices. Sometimes it can

make confuse when collocating the words, because it can be linked to hundreds of other words. For example “*wish*” is strong collocation, in contrast, the word “*big*” is a weak collocation because *big* can be associated with many other words to form a meaning.

From that can conclude that to start learning collocations and avoid confusion, start with strong collocations, because from a strong collocation it will form a natural meaning.

## CHAPTER III

### “EARTH” NOVEL

#### A. Novel

##### 1. Definition of Novel

A novel is a piece of prose fiction of a reasonable length.<sup>27</sup> Novel is long fiction stories and contains a series of stories about person's life with the people around by highlighting the character of each characters. Novel also is a work of fiction that is a fictional story or not based on reality. Usually, these narrative fiction works are published in book form.

The story in the novel is the result of the imagination of the writer or author of writing that discusses the problems of a person's life or various characters, both from the characters, nature, treatment of someone who is sometimes taken from the real world to be poured into written form. In it also don't forget to tell the introduction of each character, the problems faced until they reach the top, and the solution to the problems that are usually at the end of the story. Then the ending which is sometimes hidden by the author as a characteristic of the novel so that the reader is able to guess every ending of the story, namely happy, sad, or even hanging ending.

The word novel is considered to have been derived from the latin word *novellus*, Italian word *novella* (which meant a little new

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<sup>27</sup> Eugene Onegin, The Golden Gate, dan The Immoralist, “What is a novel?” (n.d.): p.1, <https://edisciplinas.usp.br>.

thing) and French word *novelle*. It was Boccaccio who first used the term *novella storia* (short tale in prose) when he first experimented writing prose<sup>28</sup>. From the explanation above, it can be concluded that the word novel ends is derived from the word “novies” which means “new”.

Through history, the term ‘novel’ has been applied to writings that cover a plethora of topics, that employ numerous and varied styles, and that have achieved divergent results - critically, publicly, aesthetically, and economically. Consequently, trying to pinpoint the origin of the novel is difficult, if not impossible.<sup>29</sup>

The characteristics of the novel are as follows :

- a) Novel stories describe the characters in the story in detail, as well as complex settings
- b) Novel stories are mostly based on stories in everyday life
- c) Novel stories are written using words that are easily understood by readers.

Novel also has two elements, they are intrinsic and extrinsic. The intrinsic elements of the novel generally consist of the theme, plot, characters, characterizations, setting, language style, point of view, and message. While the extrinsic elements of a novel

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<sup>28</sup> Choeda Choeda, “The Origin and Development of English Novel : A Descriptive Literature Review,” no. August (2019): p.3, <https://www.researchgate.net>.

<sup>29</sup> Meigan Gates Goodyer, “LITERARY THEORY, THE NOVEL AND SCIENCE MEDIA” (Montana State University, 2008), p.17, <https://solarworks.montana.edu>.

depends on the author telling the work. Extrinsic elements for example are the values contained, background, and social situation.

## **B. "Earth" Novel**

### **a. Synopsis of the Novel**

The novel Earth story begins with a 15 years old girl, named Raib. Actually, Raib is teenager in general, but She still has one ability, which is to dissappear. How to? Just by placing a palm on her face and the girl could be instantly invisible to the eye.

Actually, that strange ability had stuck with her since she was around 2 years old. In the past, Raib liked to play hide and seek with her parents, then Raib, who was putting his palm to his face, suddenly dissappeared. Raib was confused and surprised at the same time. He kept his abilities a secret from everyone, including his parents.

Although once, her parents felt that there was something strange about their daughter, Raib. This happened when Raib suddenly appeared in front of them, whereas previously Raib was in her room. However, at that time the oddity was ignored by her parents even today. As explained earlier, Raib has two close friends, namely Seli and Ali.

When Raib is being punished by Miss Curly for not bringing her math homework book and decides to watch the rain as she dissappears. Suddenly a tall, skinny figure greeted her in a cold

voice, “Hello, Little Girl” this greeting startled Raib so that his face was no longer covered by her palms and Raib was seen again. Ali saw an empty hallway and suddenly Raib appeared there. Since then Ali has been following Raib to prove that he was right, this world is not as simple as it seems.

#### **b. The Essential Elements of Novel**

One of Tere Liye’s many writings that has made it into the Best Seller list in Indonesia is titled *Earth*. The novel *Earth* is the part of the *Bumi* series. This novel was successfully published for the first time by Gramedia Pustaka Utama Publisher in 2014. There are extrinsic elements and intrinsic element in the novel *Earth* by Tere Liye Translated by Gill Westawai.

##### **1. Theme**

Tere Liye’s latest novel this time has a different theme from his previous works. In the novel entitled *Earth*, Tere Liye presents a beautiful fantasy fiction.<sup>30</sup> This novel has an interesting theme, namely an adventure to find one’s true self. In this novel there is a main character and some of her friends who still don’t know who she really is. They are looking for two they really are to another dimension.

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<sup>30</sup> Fitriana, “NILAI-NILAI PENDIDIKAN DALAM NOVEL BUMI KARYA TERE LIYE” (2015): 5, <https://jurnal.untan.ac.id>.

### Characterization in the novel Earth:

#### 1) Raib

Raib is from the Moon Clan and is the 21<sup>st</sup> pure descendant of the Moon Clan, she is also the inheritor of the “Book of Life”. Raib has various powers and abilities, including being able to disappear, being able to perform teleportation techniques, thumping punches, and transparent shields. In addition, she has the technique of speaking to nature, soothing hand touch techniques and healing techniques, has the Moon gauntlet that can be multiplied in power, and has the Book of Life that can open portals between clans or parallel worlds.

#### 2) Seli

Seli, Raib’s best friend is from the Sun Clan and is a fighter from the Sun Clan’s first large and grown up earth Clan. She was the 30<sup>th</sup> generation, to be precise since the evacuation of the Sun Clan to the Earth Clan. The abilities and powers possessed by Seli include being able to release lightning from her hands, flying using kinetic power, having the Sun Clan’s gauntlet that can be doubled in strength, being able to emit light and heat, being able to absorb pain which is then converted into doubled power.

### 3) Ali

Ali is another friend of Raib, hailing from the Earth Clan, which is the lowest clan. He was a very intelligent and genius child, able to master the various basic languages of the Moon Clan even for just one night. The abilities and powers that he has, among others, can turn into a giant bear, but are in an unconscious state because they are affected by his emotional feelings. With his great strength and strong physique, Ali finally has gloves that can adjust bear mode so that the changes occur in the hands only and are able to use that power consciously. Not only that, he is a person who likes to experiment, so at that time he injected Seli's genetic code and disappeared, until finally he had the power of disappearance, thumping blows, teleportation techniques, issuing lightning when in bear mode, and a transparent shield.

## **2. Background in the novel This Earth of Mankind**

Setting in the novel Earth is where Raib and her friends lived before moving to the Moon Clan. On Earth, the setting that often appear in this story are at Raib's house, at school, in class, in classroom halls, school halls, electronics stores and



in public transportation. Meanwhile. When on the moon, the setting is Ilo house, central library, rest house, forest, and train station.

### **3. Plot in the novel This Earth of Mankind**

*Early stage:* This adventure begins when Raib, Seli and Ali enter the school hall. At that place, they were intercepted by Tamus and his men. However, they managed to escape from Tamus because of the help of their teacher, Miss Selena.

*Middle stage:* In this middle stage, after escaping the pursuit of Tamus, Raib and his friends arrived at a house with a city they did not recognize. Until finally they met the owner of the house named Ilo.

*Final stage:* At stage Finally, Ilo has wife named Vey and two children named Ily and Ou. This family helps Raib and his friends a lot in carrying out their adventures.

### **4. The point of view**

In the novel Earth, the author uses point of view first person main actor. In the novel we will find a lot of the words “I” in every story.<sup>31</sup>

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<sup>31</sup> Muthia Conita, “Unsur Intrinstik dan Unsur Ekstrinsik Novel Bumi” (n.d.), <https://id.scribd.com>.

## 5. Message

There are many sides to every problem, not everything we see is actually happening. Under no circumstances should we abandon friends who are 'really friends'.

## 6. The symbol of the novel Earth

There are extrinsic elements that contained in the novel Earth, that is value of life as follows:

- a. Don't judge someone by their outward appearance.  
Then from here Raib judged that Ali was a stupid child because his test scores were always bad. Actually, Ali could do the junior high school questions correctly, but he chose not to do that because he was tired of the same lessons.
- b. Cooperation. We can learn from this story fully from their journey of the three of them in every scene they go through. They are very compact working together.
- c. Science. Unlike other novels, Tere Liye's work is very thick with science. An example is the fruit with the longest fertilization in the world, coco de mar.
- d. The right intention must find a way. This is what we can learn from the three of them, whenever and wherever, they are honest with each other, or even with opponents at once.

- e. Remind each other. This is very deep lesson from the teachings of any religion, including islam. Remind each other when we face a problem that turns out to be wrong, but we think it's right.

### **C. Tere Liye's Biography**

Tere Liye or whose real name is Darwis is known as a writer novel. He was born in Lahat, South Sumatera Province on May 21, 1979 exactly 40 years ago. He was born in a simple family. His parents were ordinary farmers. He is the sixth of seven children. Tere Liye completed his primary and secondary education at SDN 2 Kikim Timur and SMPN 2 Kikim Timur, Lahat Regency, South Sumatera Province. Then he continued his education to SMAN 9 Bandar Lampung, Lampung Province. After he graduated, he continued his studies at the Faculty of Economics, University of Indonesia. His activities after finishing college are mostly filled with writing fiction books. Tere Liye married with Mrs. Riski Amelia and was blessed with a son and a daughter named Abdullah Pasai and Faizah Azkia.

Tere Liye could be considered one of the most accomplished writers issued best-selling works and even some of his works have been shown on the big screen. Although he can achieve success in the world of Indonesian literacy, writing is just a hobby, because in his

daily life he works in an office as an accountant. The man who was boen in 1979 has ceated various best-selling novels with various genres, such as romance, action, sci-fi, fantasy, islamic drama, and so on. In fact, some of them have also been made into the big screen. From his works Tere Liye would like to share the understanding that actually, life is not as complicated as one often thinks most people. Life is a gift from the power and because gift, people should be grateful for it. “Work hard and always feel enough, love, do the best and always share, always grateful, then he believes that happiness is in our hands.” Those are a few quote that the author wrote. In the quote Tere Liye insists that people always be grateful for everything have, be it in the form of disadvantage especially if it is an advantage.

Tere Liye is not like other writers who usually post photos, contact person, profiles complete in each book so that when the book or novel explodes it usually immediately make the author famous and invited and traveled everywhere. Even though the novels by Tere Liye are quite successful in the market.<sup>32</sup> As for one of his many writings that made it into the Best Seller list in Indonesia, entitled Bumi. The novel Bumi is the first part of the Bumi series, this novel was successfully published for the first time by Gramedia Pustaka Utama Publisher in 2014. Thus, indirectly, the author will answer these various curiosity and invite his readers to continue reading the

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<sup>32</sup> Tere-liye Biografi, “Tere-Liye Biografi Tere Liye” (2008): 1, <https://pdfcoffee.com>.

next series, such as the second series of novel Bumi series entitled Bulan. Followed by Matahari, Bintang, Ceros dan Batozar, Komet, Komet Minor, Selena, Nebula, Si Putih, and Lumpu.

He has published 19 novels with Gramedia Pustaka Utama, namely<sup>33</sup>:

1. The Grogon Series
2. The Falling Leaf never Hates the Wind
3. My Father is (Not) a Liar
4. You and I and the Red Money Envelope
5. The Land of Scoundrels
6. A Nation on the Edge
7. Spoken or Not, Love is Still Love (Poem anthology)
8. Earth Series: Earth, Moon, Sun, Star, Comet, Ceros and Batozar, Minor Comet
9. Rain
10. #About Love (100 quotes about Love)
11. #About Friends (100 quotes about friendship)
12. #About Life (100 quotes about lifes)
13. Yes, You Are Free to Leave (anthology)

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<sup>33</sup> Tere Liye, *EARTH*, First Edit. (Jakarta: Gramedia Pustaka Utama, 2019).

**D. Gill Westawai's Biography**

Gill Westawai collaborated closely with writers and artist, managing and chairing literary events, when she was working as a Team Leader for the British Council. She currently runs a small guesthouse in Lombok, Indonesia, editing and translating literary works from Indonesian into English.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher answers the problems that exist in the previous chapter. This chapter describes the result and the data analysis of lexical collocation found in this novel Earth by Tere Liye.

#### A. Research Findings

##### 1. Lexical collocation in the novel Earth

In this section, the researcher presents the result of research. The data was taken from in the novel Earth by Tere Liye Translated by Gill Westaway. The genre of this novel is the fantasy, illusion, adventure. The writer makes a list about the types of English collocation and most dominant the types that found in the novel Earth by Tere Liye Translated by Gill Westaway.

There are six kinds of lexical collocation in this novel. The researcher analyze them from the chapter 1 until chapter 3, they are:

##### a. Adjective + Noun

After analyzing the data from the novel, the researcher found several functions of collocation in adjective + noun pattern. A researcher arranges all forms of adjective + noun in the novel from chapter 1 until 3 so that the meaning is commonly used. Combination of two or more words that are paired form a new meaning or term. From the table of adjective + noun that has compiled by the

researcher, it can be condensed into several functions of collocation in every chapter.

- a) Chapter I : Black Hair (*Someone's dark black hair*), Special powers (*The magic of someone special*), Close friend (*Someone who has bestfriend*), little chuckle (*Expression when happy by laughing*), Big flower pot (*Place to put flowers*), Female teenager (*Young girl*).
- b) Chapter II : Thick novel (*A book containing thick sheets*), Hot pan (*A thermal things*), Bad example (*A poor instance*), Delicious omelet (*Good eating*), Respective breakfast (*Breakfast for each one*), Delicious omelet (*Delicious food*), Good thing (*Something nice*), Golden rule (*The important rules*), Better position (*Comfortable position*), Higher salary (*High income*), Enjoyable breakfast (*Cozy*), Big secret (*Confidential*), Huge war (*A big war*).
- c) Chapter III : Dark sky (*Black clouds*), Better word (*Kind words*), Remarkable result (*Amazing result*), Big departement store (*Big building*), Special way (*Special method*), Unique topic (*Typical talk*), Wet journey (*Rain drops*), Amazing thing (*Good things*), Cheerful face (*Happy face*), Huge bill (*A big claim*), Private cars (*Private vehicle*), Big claps (*Attack suddenly*), Black clouds (*Cloudy, Overcast*), Dark sky (*Black clouds*), Big rain (*Flow rapidly*), Pink Umbrella (*A thing who protect from the*



rain), Terrible disaster (*A grisly incident*), Steady drizzle (*Drizzly*), Respective classroom (*Separate class*), Quick glance (*Gaze*), Meanest teacher (*Fierce person or killer teacher*), Firm voice (*Viercing of voice*), Good news (*Nice annpuncement*), Good place (*A comfortable place for living*), Bad luck (*Unfortunatelly*), Enjoyable punishment (*Undergo the punishment well*), Black clouds (*Cloudy, Overcast*), Good situation (*Well condition*), Heavy rain (*Enegetic*), Strong wind (*Quick*), Old teacher (*Person who attain the age*), Little girl (*A children*), Cold voice (*Stiff sound*), Bright flash (*Flash of lightning*).

These are examples of adjective + noun that have been compiled by researcher from the novel *Earth by Tere Liye* Translated by Gill Westaway.

#### **b. Adverb + Adjective**

The researcher found several functions of collocation in adverb + adjective pattern. A researcher arranges all forms of adverb + adjective in the novel from chapter 1 until 3 so that the meaning is commonly used. A combination of two or more words that are paired will form a new meaning or term. From the table adverb + adjective that have been compiled by the researcher, it can be condensed into several functions into collocation in chapter 1 until chapter 3.

- a) Chapter I: Particularly Spectacular (*Extraordinary event*), Really shy (*Shameful incident*), Clearly visible (*Clear visibility*), Never able (*Incapable*), Really mad (*A person become angry*).
- b) Chapter II: The researcher found that there are many combination of words contained into collocation in chapter two. Here are examples: Almost five (*Near to hour*), Really busy (*No time for enjoy*), Real McCoy (*Person*), Busily working (*Everytime for working*), Already past six (*Time for doing*), Very funny (*Fun event*), Still sleepy (*Fell sleepy*), Really difficult (*Incapable to do something*), Very early (*Doing something before the time*), Really well (*Good condition, Healthy*), Very fast (*Not slow-moving*).
- c) Chapter III: The researcher found that there are many combination of words contained into collocation in chapter three. These are Really uniques (*Rare thing or scarce thing*), More amazing (*Amaze*), Even larger (*A place which commodious*), Very gloomy (*Look depressed*), Always fun (*Amuse*), Already blue (*Catch a cold*), Very happy (*Feeling contented*), Directly under (*Underachieving*), Always able (*Capable for doing something*), Really mad (*Angry*), Really Embarrassing (*Shameful*), Equally sharp (*Advance*), Stifflingly hot (*Look stiff*), Already busy (*Timeconsuming*), Very different (*Not same*), Very pleased (*Fun, Pleasing*), Really annoying (*Sucks*), Very bright (*Bright*).

### c. Noun + Noun

A researcher found several functions of collocation in noun + noun pattern. A researcher arranges all forms of noun + noun in the novel from chapter 1 until 3 so that the meaning is commonly used. A combination of two or more words that are paired will form a new meaning or term. From the table noun + noun that has compiled by the researcher, it can be condensed into several functions into collocation in every chapter.

- a) Chapter I: The researcher found the combination of words contained into collocation noun + noun pattern in chapter one. There are New Girl (*New student in a school*), Two cats (*An animal*), New school (*Building for learning and study*), Bustle of the canteen (*Walk fastly*), Majority of adolescents (*Most of teenage, A lot of students*), Number of times (*Hour*), Dining table (*Dinner*), Milk carton (*A place who saves the milk*).
- b) Chapter II: Teenage girl (*Young girl*), Important meeting (*An important event in a company*), Morning chores (*To do daily chores in the morning*), Dining table (*Dinner*), Water bills (*A claim*), Glass of milk (*White water inside of glass*), Glass of orange juice (*A drink who processed from orange*), Ordinary toasts (*A bread*), Now one (*First*), Electronic stores (*A building who sell the electronics*), Owner of the Company (*CEO*), Hair of the my ponytail (*Style of the hair*).

c) Chapter III: Morning traffic (*Jamming, Sticking, Stagnation*), School kids (*Playground*), Office workers (*Workaholic*), Guitar slung (*Instrument of music*), Ordinary scene (*Strange scenery*), Department stores (*Building who sell diverse or multi purpose*), Conversation topics (*Talking with someone*), Laundry Money (*Clothes bills*), Trending topics (*Viral*), Two braids (*Braided*), School gate (*Gateway*), Korean Telenovela (*Korean drama*), School building (*Instance to study*), Making trouble (*Make a complication*), Sense of guilt (*Guiltiness*), Staff room (*Room for employee*), Homeworks books (*Assignment*), Maths Homework (*Maths Assignment*), Flash of lightning (*Thunder*), Might tear (*Tear something*), Real mess (*Massiness thing*), Flash of lightning (*Thunder*).

#### **d. Noun + Verb**

A researcher found several functions of collocation in noun + verb pattern. A researcher arranges all forms of noun + verb in the novel from chapter 1 until 3 so that the meaning is commonly used. A combination of two or more words that are paired form a new meaning or term. From the table noun + verb that has compiled by the researcher, it can be condensed into several functions into collocation in chapter 1 until chapter 3.

a) Chapter I: The researcher found the combination of words contained into collocation noun + verb pattern in chapter one. There are

Classmates playing (*Class friend who playing game*), Game that I played (*Playing game*).

- b) Chapter II: The researcher found that there are many combination of words contained into collocation in chapter two. These are Fringe looked (*At the edge*), Simple way to explaining (*Explain something slowly*), Hands covering (*Close the face*), Birthday present (*Special day of someone*), Handphone started (*Phone ringing*), I stared (*Look shocked*), Tie's crooked (*Unstraight*), Someone who knew (*Know something*).
- c) Chapter III: My arm touched (*Touch something*), Vehicle were blinking (*Flickering*), Hawkers were standing (*Person who standing*), Drizzle made (*Drizzling, Rainy day*), Children to talk (*Children language*), Father makes (*Person*), Mum washes (*Doing something*), Washing machine remained (*A machine for washing clothes*), Guard to bring (*The guard who brought*), Cloud stretched (*Expanding clouds*), Drops of water fell (*Water drops falling*), Rain drops (*Water drops falling*), Face trying (*Countenance*), My hands protected (*The hand that protects from something*), My body become (*Body of someone*), House complaining (*Home complaint*), Time watching (*Time to look something on tv*), the Bell rang (*Object at school that are a reminder*), Stairs melted (*Melt*), Uniform shirt looked (*School uniform*), School knew (*Building*), Them banged (*Pound something*), The atmosphere felt (*Object*), Fire filling (*Admission filling*), Thunder

reverberated (*Echo*), Ali ran (*Person who do something*), Voice gave (*Sounds*), Godness knows (*Someone who know*).

#### e. Verb + Noun

A researcher found several functions of collocation in verb + noun pattern. A researcher arranges all forms of verb + noun in the novel from chapter 1 until 3 so that the meaning is commonly used. Combination of two or more words that are paired form a new meaning or term. From the table verb + noun that has compiled by the researcher, it can be condensed into several functions into collocation in chapter 1 until chapter 3.

- a) Chapter I: The researcher found that there are combination of words contained into collocation in chapter one. Example: Like that subject (*Person who likes a subject of the schedule*), Playing basketball (*Group who played game*), Playing hide (*Hideaway*), Calling my name (*Call a name of someone*), Played that game (*Enjoyable to play something*), Kept the secret (*Untold story*).
- b) Chapter II: The researcher found that there are many combination of words contained into collocation in chapter two. These are Stop Frightening (*Frighten something*), Grabbed the milk carton (*Taking something*), Taking the bread (*Eating or breakfast*), Poured milk (*Put the milk in the glass*), Stop teasing (*Disturbance*), Straightened his tie (*Align the tie*), Making breakfast (*Breakfast*), Tidying the bedroom (*Settle*), Had an important meeting (*An important even in the*

*company*), Spend minutes (*Spend the time*), Becoming a teenager (*The children grow up*), Transferring an omelet (*Moving the food*), Served the rest (*Break a coffee*), Chewing her food (*Masticate the food*), Buy a new one (*Buy something*), Washing machine (*A thing who wash a clothes*), Started ringing (*Sounds ringing*), Grabbed his phone (*Put a phone*), Have dinner (*Dinner*), Collect my bag (*Take the bag*), Covered my face (*Close the face*), Ruffled the hair (*Make the style of hair*).

- c) Chapter III: The researcher found that there are many combination of words contained into collocation in chapter three. These are Watching the rain (*Look the rain from the sky*), Blocking the morning traffic (*Stagnation on the street*), Touched the window (*Put the hands on the window*), Mad a calculation (*Calculate something*), Watched the bus (*Look the bus*), Bringing the conversation (*Talking with someone*), Making a total (*Make a calculation*), Stopped the car (*stop drive*), Took the umbrella (*Take the object*), Kick things (*Kick something*), Put my hand (*Put something*), Opening a pink umbrella (*Open the umbrella*), Waching the korean telenovela (*Watching movie or drama*), Reached the school building (*Walk around the building*), Making trouble (*Complication*), Returning her greeting (*Reply the someone's greeting*), Making the mass (*Of information*).

#### f. Verb + Adverb or Adverb + Verb

A researcher found several functions of collocation in verb + adverb or adverb + verb pattern. A researcher arranges all forms of noun + noun in the novel from chapter 1 until 3 so that the meaning is commonly used. A combination of two or more words that are paired will form a new meaning or term. From the table verb + adverb or adverb + verb that has compiled by the researcher, it can be condensed into several functions into collocation in chapter 1 until chapter 3.

- a) Chapter I: The researcher did not find the combination of words contained into collocation verb + adverb or adverb + verb pattern in chapter one. These are Mainly mix (*An hour*), Sit silently (*Doing something slowly*), Really like (*Adore something*), Suddenly appeared (*Missing*).
- b) Chapter II: The researcher found that there are many combination of words contained into collocation in chapter two. These are Completely disappeared (*Missing perfectly*), Actually come (*Come from the other place*), Skillfully transferring (*Put the object*), Whispering quietly (*Sounds softly*), Looked instantly (*Shocked*), Suddenly asking (*Ask something*), Nodded solemnly (*Seriously*), Quickly adjusted (*The habitual*), Exclaimed quietly (*Sounds commotion*).
- c) Chapter III: These are Pulled over carelessly (*Interesting*), Recklessly trying (*Doing something a random*), Nodded slowly



(*Seriously*), Laugh happily (*Look like happy*), Melted away (*Fuse*), rarely smiled (*Seldom to smile*), Remember exactly (*Don't forget something*), Voluntarily come (*Expressly*), Watched at me pointedly (*Look someone*), Move slowly (*Moving*), Stepped out reluctantly (*Hill*), Actually taken (*Put something*), Flap madly (*Uncase*), Really wanted (*Adore something*).

## **2. The Most Dominant types of Lexical Collocation Found in the novel Earth by Tere Liye Translated by Gill Westaway**

After made list of all lexical collocations in the novel, the researcher also made the list of most dominant types of lexical collocation from chapter one until chapter three. The researcher in this case had classified all the lexical collocations above into 6 types such as: Adjective + Noun, Adverb + Adjective, Noun + Noun, Noun + Verb, Verb + Noun, Verb + Adverb or Adverb + Verb. This is being done in order to find out what is the most dominant types of lexical collocation appeared in the novel Earth by tere Liye. Below is a calculation of the number of lexical collocation that researcher has listed to find the dominant type from chapter one to chapter three in the novel Earth Tere Liye.

### **a. Adjective + Noun**

In adjective + noun pattern, the researcher showed the list of the types of lexical collocation that have been found in this novel part type 'adjective + noun'. In chapter I, there are 6 collocations. In

chapter II, there are 12 collocations and in chapter III, there are 33 collocations. After the data is collected, the sum of the total collocations of each chapter is 51 lexical collocations. The table about finding can see on Appendix.

b. Adverb + Adjective

In adverb + adjective pattern, the researcher showed the list of the types of lexical collocation that have been found in this novel part type 'adverb + adjective'. In chapter I, the researcher found there are 5 collocations. In chapter II, there are 11 collocations and in chapter III, there are 18 collocations. After the data is collected, the sum of the total collocations of each chapter is 34 lexical collocations. The table about finding can see on Appendix.

c. Noun + Noun

In noun + noun pattern, the researcher showed the list of the types of lexical collocation that have been found in this novel part type 'noun + noun'. In chapter I, the researcher found there are 8 collocations, in chapter II there are 12 collocations. In chapter III, there are 22 collocations. After the data is collected, the sum of the total collocations of each chapter is 42 lexical collocations. The table about finding can see on Appendix.

d. Noun + Verb

In noun + verb pattern, the researcher showed the list of the types of lexical collocation that have been found in this novel part type

‘noun + verb’. In chapter I, the researcher found there are 2 collocations. In chapter II, there are 9 collocations. In chapter III, there are 29 collocations. After the data is collected, the sum of the total collocations of each chapter is 40 lexical collocations. The table about finding can see on Appendix.

e. Verb + Noun

In verb + noun pattern, the researcher showed the list of the types of lexical collocation that have been found in this novel part type ‘verb + noun’. In chapter I, there are 6 collocations. In chapter II, there are 21 collocations. In chapter III, there are 17 collocations that researcher found in the novel. After the data is collected, the sum of the total collocations of each chapter is 44 lexical collocations. The table about finding can see on Appendix.

f. Verb + Adverb or Adverb + Verb

In verb + adverb or adverb + verb pattern, the researcher showed the list of the types of lexical collocation that have been found in this novel part type ‘verb + adverb or adverb + verb’. In chapter I, the researcher found there are 4 collocations. In chapter II, there are 9 collocations. In chapter III, there are 17 collocations. After the data is collected, the sum of the total collocations of each chapter is 30 lexical collocations. The table about finding can see on Appendix.

Here the table of result:

**Table 1.3 Table of Result**

No	Most frequent types of English collocation	Result
1	Adjective + noun	51
2	Adverb + Adjective	34
3	Noun + Noun	42
4	Noun + Verb	40
5	Verb + Noun	44
6	Verb + Adverb or Adverb + Verb	30
<b>Total</b>		<b>241</b>

From the explanation above, the researcher concludes the result all about analyze the data found in the most dominant types of lexical collocation in this the novel *This Earth of Mankind* from chapter one until chapter three, there are 391 lexical collocations. Therefore, the result most dominant types of lexical collocation more used in the novel *This Earth of Mankind* is **Adjective + Noun** = 51 collocations.

## **B. Discussion**

The data analysis consist the types of lexical collocation. All the data and the analysis can be seen in the findings. To analyze the data in the novel can use some types of collocation. From the analysis that has been done 6 types of lexical collocations are found, which have existed in the theory. After

collecting data, the researcher needs to discuss the findings in order to clarify the answer of the problems that existed in previous chapter. The first problem is what type of lexical collocation found in the novel.

There are six types of lexical collocation in chapter one until chapter three. They are Adjective + Noun, Adverb + Adjective, Noun + Noun, Noun + Verb, Verb + Noun, Verb + Adverb. The second problem in this research is what are the dominant types found in the novel *Earth by Tere Liye Translated by Gill Westaway*.

The researcher classified the most common patterns in explanations about the theory by several experts:

The first, according to Michael McCarty and Felicity O'Dell,<sup>34</sup> in their book, *English Collocation in use*, divided into 6 types of lexical collocation as follows: *adjective + noun, noun + verb or verb + noun, noun + noun, verb + expression with preposition, verb + adverb, and adverb + adjective*. The second, according to Lewis, M cited by Nur Hasanah.<sup>35</sup> It divided into 7 types of lexical collocation as follows: *adjective + noun, verb + noun, noun + noun, verb + adverb, adverb + adjective, verb + adjective + noun, and noun and noun*. The last by Benson and Ilson.<sup>36</sup> Distinguish several structural types of lexical collocations as follows: *verb + noun, adjective + noun, noun + verb, noun + noun, adverb + adjective, and verb + adverb*.

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<sup>34</sup> Mccarthy dan Dell, *English Collocation s In Use intermediate*.

<sup>35</sup> Nur Hasanah, "An Analysis of English Collocation in The Novel Percy Jackson & The Olympians: The Lightning Thief."

<sup>36</sup> Dil Dergisi et al., "Lexical Collocation Errors in Literary Translation" (2019): 73–88, <https://dergipark.org.tr>.

The researcher used pattern according to Benson and Ilson. The researcher also observed that the theory Lewis, M pattern are nearly similar to Michael McCarty and Felicity O'Dell in book *English Collocation in Use intermediate*.<sup>37</sup> While Michael McCarty and Felicity O'Dell are similar to Benson and Ilson's theory. Then, the researcher notice that in both classifications there were following types: **adjective + noun, adverb + adjective, noun + noun, noun + verb, verb + noun, and verb + adverb or adverb + verb**. However, in the first classification, there was the type **verb + expression with preposition** was not found in the type. Because the lexical collocation will be focused in the nominal sentence and the feature of lexical collocation is the adverb, then the grammatical collocation will focus in the verbal sentence and one feature of grammatical is the preposition.<sup>38</sup>

### C. Checking Trustwordthiness

From explanation above, the comparison between this research and another research that explained is this research analysis lexical collocation on different object. This research focused on first chapter through third chapter of the novel *Earth* by Tere Liye Translated by Gill Westaway. The research analyzed six kinds of lexical collocation.

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<sup>37</sup> Mccarthy dan Dell, *English Collocation s In Use intermediate*.

<sup>38</sup> Makmur, "The Analysis of Collocation in The Novel 'The Lost Symbol' By Dan Brown."

## CHAPTER V

### A. Conclusion

After the research analyzed the data, the conclusion was drawn based on the data analysis in chapter one until chapter three. From the data that have been analyzed, it can be inferred some essential points as follows:

1. There were 6 types of lexical collocation, which were found in the novel *Earth by Tere Liye* Translated by Gill Westaway. 6 types of lexical collocation were: adjective + noun, adverb + adjective, noun + noun, noun + verb, verb + noun, and verb + adverb or adverb + verb.
2. The result all the types there were 241 of lexical collocations found in this novel. The most dominant the data of the types and the result of lexical collocation that found in the novel from the chapter one until chapter three are adjective + noun = 51 collocations. While to types for adverb + adjective = 34 collocations, noun + noun = 42 collocations, noun+ verb = 40 collocations, verb + noun = 44 collocations, and verb + adverb or adverb + verb = 30 collocations.

## **B. Suggestion**

After analyzed the data, there were several suggestions in the matters as follows:

1. Studying the collocation in the novel *This Earth of Mankind* is an interesting subject because people can get many advantages from studying it. Furthermore, people also know about the classifications of collocations that found in the novel.
2. If people study about collocation, they have more often opened the dictionary to know how is the collocation that. Not only to know about it but also can remember vocabulary and to know the meaning from that. It can be also to help our speaking and writing to be good.
3. Collocation can also be found from various sources such as a magazine, book, novel, film, newspaper, and others. Because it can make people more often reading until to be fluent, easy to speak and then comfortable to be heard by other people
4. The writer expects this research can give positive contribution in collocation study, especially for the students of English Department and another student who need the information.



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## CURRICULUM VITAE



### A. Identity

Name : Erwina Hasibuan  
Reg. Number : 17 203 00037  
Place/ Birth : Padangsidempuan, July 12<sup>th</sup> 1999  
Sex : Female  
Religion : Islam  
Address : Kayuombun, Kota Padangsidempuan

### B. Parents

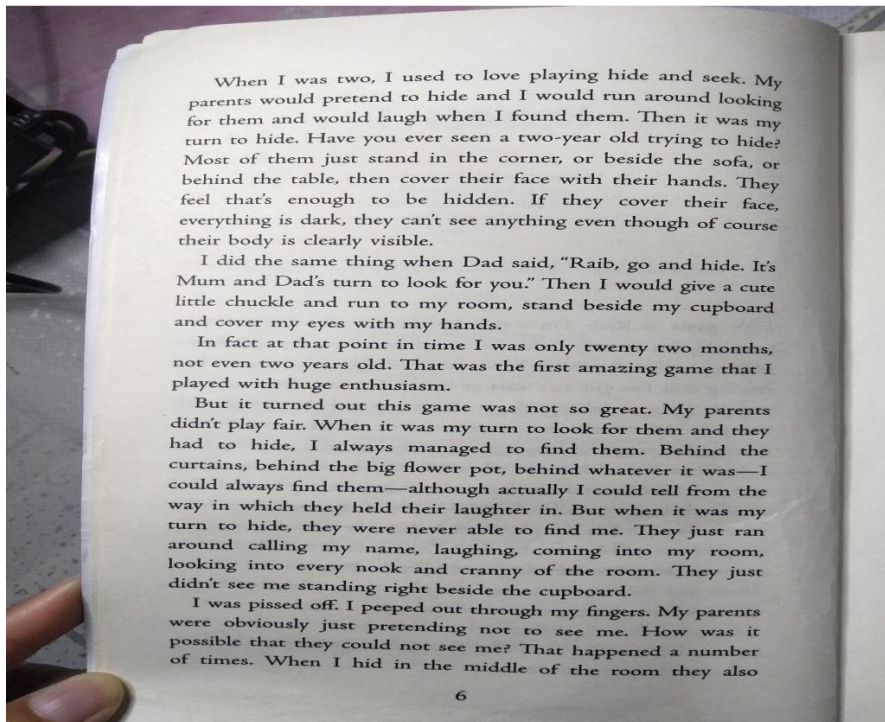
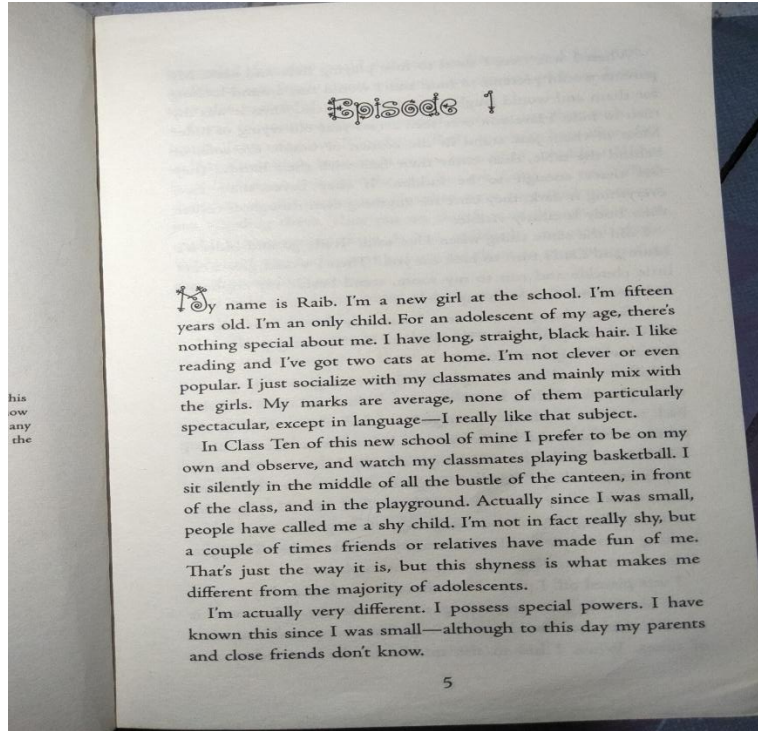
Father's Name : Hornop Hasibuan  
Mother's Name : Kardinasari Tambunan

### C. Educational Background

1. Elementary School : SD Negeri 200116 Kayuombun, 2011.  
2. Junior High School : SMPN 4 Padangsidempuan, 2014.  
3. Senior High School : SMAN 4 Padangsidempuan, 2017.  
4. University : IAIN Padangsidimpuan, 2017 until now.

## APPENDIX 1

### Novel Earth by Tere Liye Translated by Gill Westaway from Chapter 1 until Chapter 3



pretended that they could not see me. Even when I hid in the middle of our family room with my face covered with my hands, they also pretended not to see me.

I was so annoyed that I stopped covering my face with my hands. They cried out: "Goodness, Raib, so you're here after all?" or "My God, Raib, how come you're here all of a sudden? We've been looking in this spot for ages but we didn't see you." Then they put on this expression like they were surprised to see me just standing there. They put on this face as though they just couldn't understand how I had suddenly appeared there. Whereas I was really mad waiting for them to stop pretending that they couldn't see me.

We only played that game of hide and seek for a couple of months. I got bored.

I really didn't realise back then. That was the first time that those powers manifested themselves. Powers that until today I had never been able to understand, powers that I had kept a secret from everyone until I was fifteen. I just had to cover my face with my hands like I was going to hide, and in a moment my whole body could not be seen. Disappeared. My parents honestly had no idea that their under two-year old daughter was hiding right in front of them, standing in the middle of the carpet, peeking out from between her fingers.

My name is Raib, I'm a fifteen-year old female teenager.

I can disappear, in the true meaning of disappear.

## Episode 2

<sup>66</sup> "Goodness, Ra, stop frightening me like that!" Mum exclaimed, her face pale with shock.

Dad, who was hurrying down the stairs, joined us at the dining table, and laughed when he saw Mum exhaling, her hand on her heart.

Mum stared at me, annoyed.

"How long have you already been standing there in front of the dining table?"

"For a while, Mum." I shrugged my shoulders and grabbed the milk carton.

"I thought you were still in your room. I shouted up to you a number of times to come down for breakfast. I shouted myself hoarse. It's almost five thirty. You're going to be late. And at the end of the day you were here all the time, weren't you?" Mum gave a couple of deep sighs, and without waiting for my reply she busied herself taking the bread out of the toaster, still mumbling to herself. Her apron was not on straight and had



some stains on it which would not come out despite a number of washes. Her fringe looked a mess, and was right down over her forehead. Mum was really busy with her work.

"But I've been sitting here for a while. You just didn't notice me." I poured milk into my glass. "Honestly, Mum."

"Stop teasing your mother, Ra." Dad straightened his tie, pulled out his chair and sat down, then smiled. "Your Mum doesn't always pay attention to what's around her, it's been like that since you were small. It's always been like that."

I returned Dad's smile with a smile of complicity.

That was Dad's simple way of explaining the strange things that had been happening in our family since I was twenty-two months old. Since we used to play hide and seek which was not that much fun. It was as simple as that. Mum didn't pay attention too well to what was around her. But actually, if I was bored, or didn't want anyone to see me, or just because I felt like it, I covered my face with my hands and disappeared.

Like this morning. Mum was shouting to wake Dad up and telling me to hurry. Mum was busy preparing for the day, making breakfast and tidying the bedroom. Mum was always like that, too busy. Apart from the rules—I hate rules—Mum's rules could fill a thick novel—Mum was an amazing housewife, the real McCoy, organizing all the household chores herself, without a maid to help her.

Before, while waiting for Dad to come down and join us at the table, I used to like watching Mum working in the kitchen. Of course if I just sat there dumbly watching, it wouldn't be more than three seconds before she threw me her apron and asked me to help her. So, to avoid being asked to wash the pans or such like, I "watched" while leaning my arms on the table

with my hands covering my face so my whole body completely disappeared, while I peeked at Mum busily working away.

Mum kept on yelling, "Raaa! Come down, it's late." Then she'd mutter to herself, talking to the hot pan in front of her. "That teenage girl of mine always wakes up late. What am I going to do with that child?" Then she'd turn back to look upstairs and shout, "Daaad! Come down, it's already past six. Didn't you say you had an important meeting in the office?" Then she would start muttering to herself again, talking once more to the hot pan as she turned over the omelet. "You take such a long time in the bathroom. Setting a bad example. How is Ra going to manage to do her homework if her dad is always so laid back? Father and daughter, just the same behaviour."

I used to laugh when I saw Mum muttering to herself. It was very funny. I would peek out at her through my fingers, hidden, yawning as I was still sleepy even though I had already had a shower. I could spend minutes at a time leaning on the table watching Mum in silence. That meant I didn't have to help her with her morning chores and at the same time I got to know lots of secrets, such as whether they were going to buy me a bike or not, what my next birthday present was going to be, and other such things.

Now she doesn't yell much, not nearly as often as before. Since becoming a teenager, I am more than aware of my responsibilities. Just occasionally I get it wrong. Like this morning, I had actually come downstairs from the second floor of our house some time ago, all ready to leave in my school uniform, sitting at the dining table. But because I was bored waiting for Dad to come down, rather than being ordered around by Mum, I decided "to hide" so that I could watch.

"Have you been waiting long, Ra?" Dad asked, as he picked up the newspaper.

"Do you realise, Dad, that the water bills have doubled in price?"

Mum got in first, shouting about something else. She was skillfully transferring an omelet on to a plate.

"Really?" Dad who had already begun reading the paper looked up.

"That means you shouldn't have long showers, Dad," I elbowed Dad, whispering quietly, helping to explain the point behind Mum's remark.

Dad just oh-ed a few times, laughed, winked, frowned and feigning innocence asked, "And who would it be that takes long showers?"

"It's actually really difficult to get you lot to take anything seriously. Come on, let's have breakfast." Mum glared, interrupting Dad yet again and pulled out the chairs. All the food for breakfast was already set out on the table. "What do you want to have for breakfast, Ra?"

"The most delicious omelet in the world, Mum. And a glass of that milk." I said pointing at it.

Mum laughed—her face looked instantly more serene again.

"So, Dad, what about you?"

"Toast made with love," Dad grinned following my example.

"Don't sweet talk me." Mum glared but she was trying not to smile.

"Who's doing the sweet talking? Make that a glass of orange juice full of love too."

I laughed. "Too right you're sweet talking, Dad. That's just ordinary toast and orange juice."

Mum didn't comment, just poured out the juice and laughed along with us, a bit embarrassed. Then she served the rest of the food that she had not yet taken and picked up a spoon and fork. They all busied themselves with their respective breakfasts.

"Looks like we are going to have to change the washing machine," Mum said in between chewing her food.

Dad swallowed his toast. "So what's broken now?"

"The dryer's broken, you can't fill it right up. Sometimes it doesn't work at all. I've already tinkered with it. I give up. Let's just buy a new one, Dad."

I just finished my omelet and did not comment. The topic of breakfast conversation had already been chosen. The washing machine. But that was a good thing. Rather than Mum suddenly asking me about the new school, asking this, asking that, poking into this, poking into that, then reading out the ten most important rules of our family.

"Do you want me to go with you to the electronics store tonight?"

Two, three minutes on and the washing machine was still the *trending topic*.

"No need. This afternoon I can go on my own, and at the same time do a few other errands. Perhaps I'll ask Ra to come with me. "Ra, you'll come with me, won't you?"

Dad nodded solemnly. Mum could always be relied upon—when she said that she had tinkered with it, that meant she had already become a sort of amateur mechanic. I just nodded and enjoyed eating "the most delicious omelet in the world".

Suddenly Dad's handphone started ringing, which brought an end to their breakfast.



Dad grabbed his handphone and glanced at the name on the screen. Mum and I stared at him.

"Yes, Hello." Dad spoke for a while, then gave short responses, yes, OK, good, yes, OK, good. Then he put down the phone and sighed.

"I'm sorry, yet again we can't finish our breakfast together. I need to be in the office in thirty minutes. I've been called in by the Director."

The Director? I touched my forehead. It was always like that.

Dad laughed. "Come on then. I have to get a move on, Ra. Mum, I promise, we'll have dinner together later instead."

Mum sighed. Disappointed.

Well. It looked as though I would have to forego my breakfast too and I wasn't even a third of the way through it—my fate along with that of many other teenagers was having to leave for school with one's parents. If they were in a hurry, then I too was in a hurry. If they were late, then I was also late. I put down my spoon, stood up, and ran to my room to collect my bag and the other things I needed for school.

"Don't forget to have breakfast once you get to the office, Dad."

"Of course. If need be, I'll have breakfast in my meeting with the Director. That will be interesting, for sure." Dad winked, fooling around.

Mum glared. Dad quickly adjusted his facial expression. "I won't forget, love. Golden Rule number seven in our family: Breakfast is always important." Dad imitated me, touching his forehead as a sign of respect. Mum smiled.

Dad was in fact at the most important point in his career—

or at least this is what Dad said to explain why he needed to come home late at night, why he had to hurry into the office very early in the morning. "I need to acquit myself really well during this phase, Ra. Once I've succeeded in winning over the owner of the company, my career will take off very fast. A better position, a higher salary. Our family must support one another, including you. After all, at the end of the day you too will benefit. Where would you like to go on holiday? What would you like to buy? All taken care of."

I just nodded, understanding half of what he said (the bit about travel and shopping) but not understanding the other half (the bit about winning over the owner of the company).

"Your tie's crooked, Dad." Mum pointed and moved towards him to straighten it.

"Thanks." Dad smiled, glancing at his wrist watch. "Your apron is also crooked." Dad pulled it straight while glancing at his watch again.

"Don't be late home, Dad."

You've forgotten what I said earlier, that tonight we would eat dinner together. Special. I won't be late." Dad looked upstairs. "Let's see how long it will take that child to get her school bag."

"Of course"

"Of course what?"

"Of course it'll take Ra a long time. Who does she take after? Always taking forever to do something, and then bolting out in a panic once time has run out."

"Oh, I've no idea who she takes after." Dad pretended not to understand, glancing at his wristwatch for the third time. What I do know is who she takes after in terms of her prettiness."



Mum looked coy. They both laughed.  
Dad looked at his watch again, and sighed. "Five minutes? It takes that child so long to get..."

"But I've been ready for ages." I grinned and took my hands away from my face.

"Eh? Ra?" Dad exclaimed quietly, almost jumping in alarm when he saw me sitting on the bottom step of the stairs. "How come you're already there?" You're always startling your parents." Dad grunted, but more so because he needed to hurry up.

"Don't tease your father, Ra. He just never notices what's around him. It's been like that since you were small in fact." Now it was Mum's turn to use these words, smiling.

I smiled back at Mum.

That had also become Mum's simple way of explaining the strange things that had been happening in our family since I was twenty-two months old. Since we used to play hide and seek. It was as simple as that. Dad did not notice what was going on around him. While in fact, if I was bored, or didn't want anyone to see me, or just because I felt like it, I covered my face with my hands and disappeared.

Like this morning I just wanted to observe the more intimate conversation between my parents. I had come downstairs from getting my bag a while ago and was sitting on the last step of the stairs with my hands over my face, peeking out at them being coy with one other. When I was small and even up till now, I've always found that kind of exciting.

"I'm leaving." Dad went on ahead.

I nodded.

"Don't forget to have more breakfast at school, Ra."

"I won't forget, Mum. The seventh golden rule of our family: breakfast is always important." I waved good bye to Mum.

Mum ruffled the hair of my ponytail.

Five minutes later Dad and I were on the road. That morning I really didn't know that, after such an enjoyable breakfast together, just a few hours later, I was in for a shock. There was someone who knew my big secret, not just one but others would follow. Suddenly my whole life was about to undergo a change of a hundred and eighty degrees.

A huge war was about to erupt on the Earth. I'm not joking.

## Episode 3

It was drizzling all the way to school. Dad drove fast, through millions of drops of water. I looked out the back window at the wet road. I always liked the rain. Watching the rain drops fall always made me feel happy.

"Are you coming home today in the afternoon?" Dad asked, sounding his horn, as there was a bus that had pulled over carelessly, blocking the morning traffic that was beginning to jam up ahead of us.

"I don't have tuition classes today, Dad, so I'll be coming straight home from school", I answered without turning my head as I continued to stare at the dark sky.

"Oh, so that means you can go with Mum to the electronics store, right?"

I nodded. My arm touched the window of the car. Cold.

"That washing machine. Can you believe it, Ra?" Dad was apparently still amused by the conversation we had at the table earlier. He blew the horn again, this time at two motorbikes in front of us that were recklessly trying to maneuver a way through the traffic jam.

"Yes?" I continued staring out the window.

"You're already fifteen, aren't you?" Dad chuckled as he made a calculation.

"Yes?"

"You know that if each washing machine washes at least twenty items of washing every day for five years, that means more than 36,000 items, so in the end it breaks down and asks to be replaced. Amazing, isn't it?"

I nodded slowly as I watched the bus stop that we had just passed. There were five or six school kids like me waiting for the bus and a few office workers. The lights of the vehicle were blinking. A few hawkers were standing around and there was a busker with a guitar slung over his shoulder. It was just a very ordinary scene but somehow the drizzle made everything look different.

"Yes, it's consistent. Heck, No, I meant it's persistent. Yes, that's a better word for it. You know, Ra, persistence means we can do amazing things without realizing. Just like that washing machine. Just a little every day but in the long term a remarkable result. Just imagine 36,000 items of clothing, that's more than the collections of all the big department stores." Dad laughed again.

I nodded. I know the habits of our family. Dad always likes to give me advice in his own special way. Like bringing the conversation round to a really unique topic on a wet journey to school like today. Maybe most other parents are also like that. Always feeling that it's important to get their teenage children to talk about something, to give them advice, and hoping that these few sentences will do some good—even if it's just about a washing machine. Apart from the fact that he is very busy—and also his conversation topics sometimes aren't really right for the



situation—my father makes me happy. He's always there for me when I need a dad.

"And another thing, Ra. There's one more amazing thing about the washing machine."

"Oh yes?" I watched Dad's cheerful face.

"Let's make a calculation. If Mum washes five items of clothing every day, that means over the last fifteen years, since you were a baby, that makes a total of more than 30,000 items. Or for me, in the seventeen years since we married, that makes the total even larger. It could be as high as 40,000 items. I change my clothes more often, don't I? Making a total of 70,000 or more items. Just as well Mum doesn't charge us laundry money eh, Ra? If she charged even just a thousand Rupiah per item, wow, we'd have a huge bill to pay." Dad laughed.

I laughed too, and nodded.

The conversation on the washing machine remained the *trending topic* until Dad stopped the car in front of the school gate. The drizzle was getting heavier, the pupils from my school were spilling out of the bus, or were in private cars or on motorbikes. They all hurried to get into the school building out of the rain.

"Take the umbrella with you, Ra." Dad turned and pointed to the back of the car. "Don't worry, once I get to the office, I can ask the guard to bring me an umbrella in the car-park. Or ask someone to park the car for me." It was as if Dad knew what I was thinking.

Without a word, I took the umbrella from behind the seat, kissed Dad goodbye, opened the car door and got out of the car. "Bye, Dad."

"Bye, Ra."

I shut the car door. Two seconds later Dad's car was back in the traffic.

There were flashes of lightening and big claps of thunder. I looked up, as I had purposely not yet opened my umbrella. The black clouds stretched as far as the eye could see. They were in big clumps, making everything very gloomy. They looked as if they were hiding something. I don't know. I had always liked rain. The heavier the better. I imagined myself standing in the midst of those black clouds.

Back then, when I was just four or five years old, every time it rained, I used to force my mum to let me play in the rain. Sometimes Mum gave me permission—in fact suggested it. This was the second game I knew, after hide and seek which had ended up boring me. I would run across the wet grass, shake the branches of the mango tree so that drops of water fell down from the leaves, sit in the mud, throw things, kick things and laugh happily. That was always fun.

Unfortunately, Mum had a strict definition of this game of playing in the rain. "Come inside, Ra. It's already been half an hour. That's enough." I would shake my head, I didn't want to go in. "Ra, your hands are already blue with cold. Come in. Tomorrow you can go out in the rain again." Mum would open her eyes wide with disapproval, Dad would back her up, and also ask me to come in. I would lose out, two votes to one. I complained, and had to accept being wrapped in a dry towel. Or "Ra, wasn't it only yesterday that you played in the rain?" Mum shook her head firmly. "Just for a while, Mum, after all you did say yesterday that I could play outside again today." I tried to trick her into agreeing. But Mum just continued to shake her head. "Five minutes?" No. "Three minutes?" No. However much

"Morning, Ra," shouted Seli, my friend who sat beside me in class, interrupting my daydreams.

I was still looking up as I turned towards her.

"Why are you gazing up there so blankly, Ra?" Seli laughed happily. She had just got out of the car that had dropped her off and was opening a pink umbrella.

"Uh, it's nothing. Good morning to you too, Sel." I wiped my face which was wet from the drizzle.

"Quickly, Ra, the bell's about to ring." Seli was already running towards the school gate.

I opened my umbrella, and followed in Seli's footsteps, lining up behind her.

"Have you done your homework from Miss Curly-Locks?" Seli turned towards me looking as if she was imagining some terrible disaster if I hadn't done it.

I answered, "Of course I have."

"Oh, thank goodness for that." Seli gave a sigh of relief. "I just finished mine early this morning. Last night I forgot we had homework and had a great time watching the Korean telenovela. Miss Curly-Locks can get really mad if anyone has not done their homework. And if she just gets angry, ok, but if she asks you to stand up front by the blackboard for the whole lesson, that's really embarrassing, don't you think?"

I didn't say anything, and closed my umbrella. We had already reached the school building, were walking down the corridor towards the staircase. Class 10 was on the second floor. The bell rang just as we were about to go up the stairs, interrupting the buzz of kids' voices and the sound of the steady drizzle. Unfortunately, as we were hurrying up the stairs, Seli crashed into another classmate who was also in a hurry.

"Hey! Look where you're going!" Seli shouted sharply.

"It's you who should look where you're going!" shouted back the person who she had crashed into, equally sharply.

"Obviously we had the right of way. Why couldn't you just hold on a moment?" Seli glared.

"What do you mean right of way. I was going faster."

"Anyone can see it was you who crashed into us from behind." Seli wailed.

I nudged Seli and gave her a signal just to let it go. Firstly because, as the bell had already rung, we were preventing other kids from getting upstairs and they were gathering on the first floor to watch what was going on. Secondly, and much more importantly, we were not going to spoil our good morning mood by fighting with Ali—one of our classmates who was well known for making trouble. Look at that, Ali was just grinning, he didn't care. He stared at Seli for a moment, then hurried up the rest of the stairs, clearly without the least sense of guilt.

"He's always bumping into other people, trying to get into a fight with them. Does he keep his eyes in his knees?!" muttered Seli, rubbing the arm that had got bashed against the wall, as she got up and followed him up the stairs.

The noise on the stairs melted away. The teachers had already come out of the staff room and were making their way to their respective classrooms. No one wanted to be late for the start of the class.

"Looks like Ali's eyes are not in his knees after all, Sel," I whispered, trying not to laugh.

"Where are they, then?"

"In his backside, I reckon."

Seli looked at me for a moment and then we laughed. We ran

down the second-floor corridor, went straight into our classroom and looked for a desk. The other kids were already unpacking their bags. Ali was sitting in the corner, scratching his head. As usual his uniform shirt looked scruffy, only half tucked in. I just gave him a quick glance—looked like that creature was also looking for his homework.

We could hear Miss Curly-Locks' voice even before she reached the classroom. Within a month, all us new pupils at the school knew that she was the meanest teacher in the place. She rarely smiled, she had a firm voice and her punishments always embarrassed the pupils. I actually don't have a problem with mean teachers but it was still not good news for me as Miss Curly-Locks taught Maths, which was a subject that I was quite weak in.

"Morning, children." Miss Curly-Locks broke through the sound of the rain.

We returned her greeting.

"Take out your homework books. Now." The standard sentence Miss Curly-Locks used to start her classes.

The class buzzed with noise for a moment as we all busied ourselves taking out our homework books. But I was taken aback. Where was my book of Maths homework? Oh goodness, this looked like it was going to be one of those mornings. I tipped all my books out of my bag.

"What's the matter, Ra?" asked Seli.

I didn't reply, as I was thinking fast. I had left that homework book behind in my room. I wiped my brow, it was stiflingly hot. I remembered exactly how I had done that homework and put the book on the desk. This morning, when Dad asked me to hurry up and leave for school with him, I must have forgotten to put it in my bag.

"Whoever did not do their homework can voluntarily come to the front of the class before I check." Miss Curly-Locks' firm voice made me hold my breath.

"Come on, come forward, now!" Miss Curly-Locks' gaze swept over our faces.

I bit my lip. What else could I do. I walked to the front of the class.

"Ra?" Seli looked at me, confused.

I didn't answer her, just walked to the front of the class watched by all my classmates.

"You didn't do your homework, Ra?" Miss Curly-Locks looked at me pointedly.

"I did do my homework, Miss."

"So why are you coming to the front of the class?"

"I left the book at home."

My classmates laughed. A couple of them banged on their desks, but stopped when Miss Curly-Locks raised her hand.

Miss Curly-Locks gave me a long cool look. "That's the same as not doing your homework. I'm very sorry but that means I'm going to have to ask you to leave the classroom. You will wait in the corridor while the class is going on. Is that understood? Miss Curly-Locks didn't actually sound sorry, for shortly afterwards, once I had nodded, she was already busy with my classmates, she didn't care, leaving me to move slowly to the classroom door.

There were frequent flashes of lightening, the thunder claps were resonating all around us. The rain was getting heavier and heavier. The atmosphere felt colder and danker. I stepped out reluctantly, looking for a good place to wait in the corridor. Bad luck, I sighed in annoyance. Even though I had actually taken



great pains over my homework. I glanced at my wristwatch and saw that there were another two hours fifteen minutes until Miss Curly-Locks' class was over. Alone in this wet corridor, sprayed by the rain. This was not an enjoyable punishment—even compared to standing in front of the class being looked at by all my classmates.

I looked up into the sky. There was yet another flash of lightening, making the mass of black clouds glow red for a split second, as if there was fire filling those black clouds. The claps of thunder made my ears hurt. I sighed, the rain this morning made everything look very different. Much darker than usual.

But in fact, my bad day was not over yet. Accompanied by the loud cheers of our classmates, Ali was also ejected by Miss Curly-Locks. Ali had held out for a few minutes, then confessed that he had done his homework but had not yet finished it. He showed her his book which only had half of page of work in it. Showing no forgiveness, Miss Curly-Locks "threw him out" as well. I wasn't very pleased to see Ali coming out of the classroom to join me in the deserted second floor corridor. Why did I have to spend the next two hours with him in this corridor? I wiped my brow which was full of sweat, which made me wonder why I was sweating like this from earlier on, even though the atmosphere was quite cold.

Damn! I was not going to spend all this time together with that creature.

This was not a good situation, it was really annoying. Right then, before Ali saw me, I decided to put my hands over my face.

A sudden flash of lightning lit up everything and made me startled and look up—even though I still managed to cover my

face with my hands. The sound of the thunder reverberated, long and dark. The heavy rain was now accompanied by a strong wind, which made the flag in the school playground flap madly with a risk that it might tear. My whole body had disappeared completely as soon as I covered my face with my hands.

Ali was coming along the corridor. I could see through my fingers that he was wearing an expression that indicated an indifference to what was going on around him—maybe he was looking for me. Ali ran his hands through his hair which was in a real mess. He was muttering to himself, as he came towards me. "She's just a mean old teacher. She doesn't know anything; her hair just gets more and more curly every time she gets angry." I had to stop myself from laughing out loud to see how annoyed he looked. I really wanted to make him even more annoyed by tripping him up.

"Hello, Little Girl!"

The cold voice gave me a real start me before I could do anything else. There was a very bright flash of lightning. Goodness knows where it had come from but a tall thin figure was standing in front of me. I looked on mesmerised.

## APPENDIX 2

### Instrument Sheet for taking Lexical Collocation in the Novel Earth by Tere Liye Translated by Gill Westaway

No	Sentence of Collocation	Chapter	Page
1			
2			
3			
4			
5			
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11			
12			
13			
14			
Etc			

### APPENDIX 3

#### The Data Validating of Lexical Collocation in the Novel *Earth* by Tere Liye Translated by Gill Westaway

##### Types of Lexical Collocation: Adjective + Noun

No	Sentence of Collocation	Chapter	Page
1	For an adolescent of my age, there's nothing special about me. I have long, straight, <b>black hair</b> .	1	5
2	I am actually very different. I possess <b>special powers</b> .	1	5
3	I have known this since I was small—although to this day my parents and <b>close friends</b> don't know.	1	5
4	Then I would give a cute <b>little chuckle</b> and run to my room...	1	6
5	Behind the curtains, behind the <b>big flower pot</b> ...	1	6
6	My name is Raib, I am a fifteen years old <b>female teenager</b> ....	1	6
7	Apart from the rules, I hate the rules—Mum's rules could fill a <b>thick novel</b> ..	2	9
8	Then she'd mutter to herself, talking to the <b>hot pan</b> in front of her.	2	10
9	"You take such a long time in the bathroom. Setting a <b>bad example</b> ...."	2	10
10	"The most <b>delicious omelet</b> in the world, Mum..."	2	11
11	They all busied themselves with their <b>respective breakfast</b> .	2	12
12	"The most <b>delicious omelet</b> in the world"	2	12
13	The washing machine. But that was a <b>good thing</b> .	2	12
14	"I wont forget, love. <b>Golden rule</b> number seven in our family: breakfast is always important."	2	13
15	...my career will take off very fast. A <b>better position</b> , a <b>higher salary</b> .	2	14
16	I really didn't know that, after such a <b>enjoyable breakfast</b> together....	2	16
17	There was someone who knew my <b>big secret</b> ....	2	16
18	A <b>huge war</b> was about to erupt on the Earth. I am not joking.	2	16
19	I answered without turning my head as I continued to	3	17



	stare at the <b>dark sky</b> .		
20	...No, I meant it's persistent. Yes, that's a <b>better word</b> for it..."	3	18
21	Just a little every day but in the long term a <b>remarkable result</b> ."	3	18
22	...That's more than the collections of all the <b>big department stores</b> ...."	3	18
23	Dad always like to give me advice in his own <b>special way</b> .	3	18
24	Like bringing the conversation round to a really <b>unique topic</b> on a <b>wet journey</b> to school like today.	3	18
25	....There is one more <b>amazing thing</b> about the washing machine.."	3	19
26	"Oh yes?" I watched Dad's <b>cheerful face</b> .	3	19
27	...Wow, we'd have a <b>huge bill</b> to pay." Dad laughed.	3	19
28	Or were in <b>private cars</b> or on motorbikes.	3	19
29	There were flashes of lightening and <b>big claps</b> of thunder.	3	20
30	The <b>black clouds</b> stretched everything very gloomy.	3	20
31	I would sit down in the yard and look up at the <b>dark sky</b> . <b>Black clouds</b> .	3	21
32	<b>Big rain</b> drops fell on my face.	3	21
33	She had just go out of the car that had dropped her off and was opening a <b>pink umbrella</b> .	3	22
34	...looking as if she was imagining some <b>terrible disaster</b> if I hadnt done it.	3	22
35	Interrupting the buzz of kids' voices and the sound of the <b>steady drizzle</b> .	3	22
36	... making their way to their <b>respective classrooms</b> .	3	23
37	I just gave him a <b>quick glance</b> ...	3	24
38	All us new pupils at the school knew that she was the <b>meanest teacher</b> in the place.	3	24
39	She had <b>firm voice</b> and her punishments always embarrassed.	3	24
40	But it was still not <b>good news</b> for me as Miss Curly-Locks taught Maths.	3	24

41	I stepped reluctantly, lookinf for a <b>good place</b> to wait in the corridor.	3	25
43	<b>Bad luck</b> , I signed in annoyance.	3	25
43	This was not an <b>enjoyable punishment</b> —even compared to standing in front of the class....	3	26
44	Making the mass of <b>black clouds</b> glow red for a split second.	3	26
45	This was not a <b>good situation</b> .	3	26
46	The <b>heavy rain</b> was now accompanied by a strong wind...	3	27
47	The heavy rain was now accompanied by a <b>strong wind</b> ...	3	27
48	“She’s just a mean <b>old teacher</b> ...”	3	27
49	“Hello, <b>Little Girl</b> .”	3	27
50	The <b>cold voice</b> gave me a real start me before I could do anything else.	3	27
51	There was a very <b>bright flash</b> of lightning.	3	27

### Types of Lexical Collocation: Adverb + Adjective

No	Sentence of Collocation	Chapter	Page
1	None of them <b>particularly spectacular</b> .	1	5
2	I am not in fact <b>really shy</b> , but a couple of times friends or relatives have made fun of me.	1	5
3	They can see anything even though of course their body is <b>clearly visible</b> .	1	6
4	They were <b>never able</b> to find me.	1	6
5	Whereas I <b>really mad</b> waiting for them to stop pretending that they couldn’t see me.	1	7
6	Its <b>almost five</b> thirty. You are going to be late.	2	8
7	Mum was <b>really busy</b> with her work.	2	9
8	Mum was an amazing housewife, the <b>real McCoy</b> ...	2	9
9	While I peeked at Mum <b>busily working</b> away.	2	10
10	Come down! It’s <b>already past six</b> .	2	10
11	It was <b>very funny</b> .	2	10
12	Hidden, yawning as I was <b>still sleepy</b> even though I had	2	10

	already had a shower.		
13	“Its actually <b>really difficult</b> to get you lot to take anything seriously...”	2	11
14	Why he had to hurry into the office <b>very early</b> in the morning.	2	14
15	“I need to acquit myself <b>really well</b> during this place, Ra...”	2	14
16	My career will take off <b>very fast</b> .	2	14
17	Like bringing the conversation round to a <b>really uniques</b> topict on a wet journey...	3	18
18	There is one <b>more amazing</b> thing about washing machine.	3	19
19	That makes the total <b>even larger</b> .	3	19
20	Making everything <b>very gloomy</b> . They looked as if they were hiding something.	3	20
21	That was <b>always fun</b> .	3	20
22	“Ra, your hands are <b>already blue</b> with cold, come in...”	3	20
23	Because of that I was always <b>very happy</b> when I got permission to play in the rain.	3	21
24	... day dreaming as I stared up at the sky <b>directly under</b> the rain drops.	3	21
25	I was <b>always able</b> to play in the rain for longer.	3	21
26	Miss Curly-Locks can get <b>really mad</b> if anyone has not done their homework	3	22
27	That’s <b>really embarrassing</b> , don’t you think?	3	22
28	Shouted back the person who she had crashed into, <b>equally sharp</b> .	3	23
29	I wiped my brow, it was <b>stiflingly hot</b> .	3	24
30	Once I had nodded, she was <b>already busy</b> with my classmates, she didn’t care.	3	25
31	I sighed, the rain this morning made everything look <b>very different</b> .	3	26
32	I wasn’t <b>very pleased</b> to see Ali coming out of the classroom.	3	26
33	It was <b>really annoying</b> .	3	26
34	There was a <b>very bright</b> flash of lightning.	3	27

### Types of Lexical Collocation: Noun + Noun

No	Sentence of Collocation	Chapter	Page
1	I am a <b>new girl</b> at the school.	1	5
2	And I have got <b>two cats</b> at home.	1	5
3	In Class Ten of this <b>new school</b> of mine I prefer to be on my own and observe	1	5
4	I sit silently in the middle of all the <b>bustle of the canteen.</b>	1	5
5	What makes me different from the <b>majority of adolescents.</b>	1	5
6	That happened a <b>number of times.</b>	1	6
7	“How long have you already been standing there in front of the <b>dining table?</b> ”	1	6
8	I shrugged my shoulders and grabbed the <b>milk carton.</b>	1	6
9	“That <b>teenage girl</b> of mine always wakes up late...”	2	10
10	Didn't you say you had an <b>important meeting</b> in the office?	2	10
11	I didn't have to help her with her <b>morning chores</b> and at the same time...	2	10
12	Sitting in the <b>dining table.</b>	2	10
13	Dad, that the <b>water bills</b> have doubled in price?	2	11
14	And the <b>glass of milk..</b> ”	2	11
15	Make that a <b>glass of orange juice</b> full of love too,,”	2	11
16	That just <b>ordinary toats</b> and orange juice..”	2	11
17	Lets buy a <b>new one</b> , Dad..”	2	12
18	“Do you want me to go with you to the <b>electronics store</b> tonight?”	2	12
19	Once I've succeeded in winning over the <b>owner of the company.</b>	2	14
20	Mum ruffled the <b>hair of the my ponytail.</b>	2	16
21	Blocking the <b>morning traffic</b> that was beginning to jam up ahead of us.	3	17
22	There were five or six <b>school kids</b> like me waiting for the bus.	3	18
23	And a few <b>office workers.</b>	3	18
24	And there was a busker with a <b>guitar slung</b> over his shoulder.	3	18
25	It was just a very <b>ordinary scene</b> but somehow the drizzle...	3	18

26	That's more than the collections of all the big <b>department stores.</b> "	3	18
27	And also his <b>converstaion topics</b> sometimes arent really right for the situation.	3	18
28	Just as well Mum doesn't charge us <b>laundry money</b> eh, Ra?...	3	19
29	The conversation on the washing machine remained the <b>trending topic</b> until Dad stopped the car in front of school.	3	19
30	As mum used to make <b>two braids</b> out of my hair.	3	21
31	Seli was already running towards the <b>school gate.</b>	3	22
32	And had a great time watching the <b>Korean telenovela.</b>	3	22
33	We had already reached the <b>school building...</b>	3	22
34	Ali—one of our classmates who was well known for <b>making trouble.</b>	3	23
35	Clearly without the least <b>sense of guilt.</b>	3	23
36	The teachers had already come out of the <b>staff room</b> and were making their way...	3	23
37	"Take out your <b>homework books.</b> Now."	3	24
38	Where was my book of <b>Maths homework?</b>	3	24
39	There was yet another <b>flash of lightening.</b>	3	26
40	....flap madly with a risk that it <b>might tear...</b>	3	27
41	Ali ran his hands through his hair which was in a <b>real mess.</b>	3	27
42	There was a very brigh <b>flash of lightning.</b>	3	27

### Types of Lexical Collocation: Noun + Verb

No	Sentence of Collocation	Chapter	Page
1	And watch my <b>classmates playing</b> basketball.	1	5
2	That was the first amazing <b>game that I played</b> with huge enthusiasm.	1	6
3	Her <b>fringe looked</b> a mess, and was right down over her forehead.	2	9
4	That was Dad's <b>simple way of explaining</b> the strange things that had been happening in our family.	2	9
5	While learning my arms on the table with my <b>hands covering</b> my face.	2	10
6	What my next <b>birthday present</b> was going to be, and other such things.	2	10
7	Suddenly Dad's <b>handphone started</b> ringing.	2	12
8	Mum an <b>I stared</b> at him.	2	13
9	"Your <b>tie's crooked</b> , dad."	2	14
9	"Your <b>apron is also crooked</b> ."	2	14
10	There was <b>someone who knew</b> my big secret.	2	16
11	<b>My arm touched</b> the window of the a car. Cold.	3	17
12	The light of the <b>vehicle were blinking</b> .	3	18
13	A few <b>hawkers were standing</b> around and there was a busker with a guitar slung over his shoulder.	3	18
14	It was just a very ordinary scene but somehow the <b>drizzle made</b> everything look different.	3	18
15	To get their teenage <b>children to talk</b> about something.	3	18
16	My <b>father makes</b> me happy. He's always there for me when I need a dad.	3	19
17	If <b>Mum washes</b> five items of clothing every day.....	3	19
19	The conversation on the <b>washing machine remained</b> the trending topic..	3	19
20	I can ask the <b>guard to bring</b> me an umbrella.	3	19
21	The black <b>clouds stretched</b> as far as the eye could see.	3	20
22	Shake the branches of the mango tree so that <b>drops of water fell</b> down from the leaves.	3	20
23	<b>Mum's response remained</b> the same and Dad backed her up.	3	21
24	Big <b>rain drops</b> fell on my face.	3	21
25	I put my hands over my <b>face trying</b> to protect my eyes.	3	21
26	As soon as <b>my hands protected</b> my face, my whole	3	21

	body disappeared just like that.		
27	<b>My body become</b> clearer than the crystals of water, more transparent than the drops of rain.	3	21
28	Mum was just in the <b>house complaining</b> that she couldn't find me.	3	21
29	And had a great <b>time watching</b> the Korean telenovela.	3	22
30	<b>The bell rang</b> just as we were about to go up the stairs.	3	22
31	The noise on the <b>stairs melted</b> away.	3	23
32	As usual his <b>uniform shirt looked</b> scuffy, only half tucked in.	3	24
33	All us new pupils at the <b>school knew</b> that she was the meanest teacher in the place.	3	24
34	A couple of <b>them banged</b> on their desks.	3	25
35	<b>The atmosphere felt</b> colder and danker. I stepped out reluctantly.	3	25
36	As if there was <b>fire filling</b> those black clouds. The claps of thunder made my ears hurt.	3	26
37	The sound of the <b>thunder reverberated</b> , long and dark.	3	27
38	<b>Ali ran</b> his hands through his hair which was in real mess.	3	27
39	The cold <b>voice gave</b> me a real start me before I could do anything else	3	27
40	<b>Goodness knows</b> where it had come from but a tall....	3	27

### Types of Lexical Collocation: Verb +Noun

No	Sentence of Collocation	Chapter	Page
1	Except in language—I really <b>like that subject</b> .	1	5
2	And watch my classmates <b>playing basketball</b> .	1	5
3	When I was two, I used to love <b>playing hide</b> and seek.	1	6
4	They just ran around <b>calling my name</b> , laughing, coming into my room...	1	6
5	We only <b>played that game</b> of hide and seek for a couple of months. I got bored.	1	7
6	Powers that I had <b>kept the secret</b> from everyone until I was fifteen.	1	7
7	“Goodness, Ra, <b>stop frightening</b> me like that!”	2	8
8	I shrugged my shoulders and <b>grabbed the milk carton</b> .	2	8
9	And without waiting for my reply she busied herself <b>taking the bread</b> out of the toaster.	2	8
10	I <b>poured milk</b> into my glass. “Honestly, Mum.”	2	9
11	“ <b>Stop teasing</b> your mother, Ra.” Dad <b>straightened his tie</b> , pulled out his chair and sat down.	2	9
12	Mum was busy preparing for the day, <b>making breakfast</b> and tidying the bedroom.	2	9
13	Mum was busy preparing for the day, making breakfast and <b>tidying the bedroom</b> .	2	9
14	Didn’t you say you <b>had an important meeting</b> in the office?	2	10
15	I could <b>spend minutes</b> at a time learning on the table watching Mum in silence.	2	10
16	Since <b>becoming a teenager</b> , I am more than aware of my responsibilities.	2	10
17	She was skillfully <b>transferring an omelet</b> on a plate.	2	11
18	Then she <b>served the rest</b> of the food that she had not yet taken and licked up a spoon and fork.	2	12
19	Mum said in between <b>chewing her food</b> .	2	12
20	I’ve already tinkered with it. I give up. Lets <b>buy a new one</b> , Dad..”	2	12
21	Two, three minutes on and the <b>washing machine</b> was still the trending topic.	2	12
22	Suddenly Dad’s handphome <b>started ringing</b> , which brought an end to their breakfast.	2	12
23	Dad <b>grabbed his handphone</b> and glanced at the name on	2	13



	the screen.		
24	“...Mum, I promise, we’ll <b>have dinner</b> together later instead...”	2	13
25	I put down my spoon, stood up, and ran to my room to <b>collect my bag</b> and the other things I needed for school.	2	13
26	Or just because I felt like it, I <b>covered my face</b> with my hands and disappeared.	2	15
27	Mum <b>ruffled the hair</b> of my ponytail.	2	16
28	<b>Watching the rain</b> drops fall always made me feel happy.	3	17
29	<b>Blocking the morning traffic</b> that was beginning to jam up ahead of us.	3	17
30	I nodded. My arm <b>touched the window</b> of the car. Cold.	3	17
31	Dad chuckled as he <b>made a calculation</b> . “Yes?”	3	18
32	I nodded slowly as I <b>watched the bus</b> stop that we had just passed.	3	18
33	Like <b>bringing the conversation</b> round to a really unique topic on a wet journey to school like today.	3	18
34	<b>Making a total</b> of 70.000 or more items.	3	19
35	Washing machine remained the trending topic until Dad <b>stopped the car</b> in front of the school gate.	3	19
36	Without the word, I <b>took the umbrella</b> from behind the seat.	3	19
37	Sit in the mud, throw things, <b>kick things</b> , laugh happily.	3	20
38	I <b>put my hands</b> over my face trying to protect my eyes.	3	21
39	...that had dropped her off and was <b>opening a pink umbrella</b> .	3	22
40	And had a great time <b>watching the Korean telenovela</b> .	3	22
41	We had already <b>reached the school building</b> .	3	22
42	Ali—one of our classmates who was well known for <b>making trouble</b> .	3	23
43	We <b>returning her greeting</b> .	3	24
44	There was yet another flash of lightening, <b>making the mass</b> of black clouds glow red for a split second...	3	26

### Types of Lexical Collocation: Verb + Adverb or Adverb + Verb

No	Sentence of Collocation	Chapter	Page
1	I just socialize with my classmates and <b>mainly mix</b> with the girls.	1	5
2	I <b>sit silently</b> in the middle of all the bustle of the canteen.	1	5
3	Except in language—I <b>really like</b> the subject.	1	5
4	...they just couldn't understand how I had <b>suddenly appeared</b> there.	1	7
5	With my hands covering my face so my whole body <b>completely disappeared</b> .	2	10
6	I had <b>actually come</b> downstairs from the second floor of our house some time ago.	2	10
7	She was <b>skillfully transferring</b> an omelet on to a plate.	2	11
8	I elbowed Dad, <b>whispering quietly</b> .	2	11
9	Mum laughed—her face <b>looked instantly</b> more serene again.	2	11
10	Rather than Mum <b>suddenly asking</b> me about the new school....	2	12
11	Dad <b>nodded solemnly</b> . Mom could always be relied upon..	2	12
12	Mum glared. Dad <b>quickly adjusted</b> his facial expression.	2	13
13	“Eh? Ra?” Dad <b>exclaimed quietly</b> , almost jumping in alarm when he saw me...	2	15
14	As there was a bus that had <b>pulled over carelessly</b> .	3	17
15	This time at two motorbikes in front of us that were <b>recklessly trying</b> to maneuver a way through the traffic jam.	3	17
16	I <b>nodded slowly</b> as I watched the bus stop that we had just passed.	3	18
17	Sit in the mud, throw things, kick things, and <b>laugh happily</b> . That was always fun.	3	20
18	I could only <b>protest silently</b> in my heart...	3	21
19	“Why are you gazing up there so blankly, Ra?” Seli <b>laughed happily</b> .	3	22
20	“Hey! Look where you're going!” Seli <b>shouted sharply</b> .	3	23
21	The noise on the stairs <b>melted away</b> .	3	23
22	She <b>rarely smiled</b> , she had a firm voice and her	3	24

	punishment always embarrassed.		
23	I <b>remember exactly</b> how I ha done the homework and put the book on the desk.	3	24
24	“Whoever didn’t do their homework can <b>voluntarily come</b> to the front of the class...”	3	25
25	Miss Curly-Locks <b>watched at me pointedly</b> .	3	25
26	She didn’t care, leaving me to <b>move slowly</b> to the classroom door.	3	25
27	I <b>stepped out reluctantly</b> , looking for place to wait in the corridor.	3	25
28	Even though I had <b>actually taken</b> great pains over my homework.	3	26
29	Which made the flag in the school playground <b>flap madly</b> with a risk that it might tear.	3	27
30	I <b>really wanted</b> to make him even more annoyed by tripping him up.	3	27

Padangsidempuan, March 2022  
Validator

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25 November 2020

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Kepada Yth:

1. **Rayendriani Fahmei Lubis, M.Ag.** (Pembimbing I)
2. **Yusni Sinaga, M.Hum.** (Pembimbing II)

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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