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# THE ANALYSIS OF COLLOCATION IN THE NOVEL “THE LOST SYMBOL” BY DAN BROWN

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher  
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial  
Fulfillment of The Requirements of Undergraduate Degree



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## ABSTRACT

Agus Makmur. 1410130080. *The Analysis of Collocation in the Novel “The Lost Symbol” By Dan Brown*

This study was carried out to describe the kinds of collocation types and the meaning of collocation in the novel “the lost symbol” by Dan Brown. The researcher reason related the interesting that this novel is the best seller as the national countris and also was translated many language. The main purpose of this research that this novel there are many collocation words that used and makes readers difficult to understand in the content of the novel. The collocation analyzes using the theory from Benson and Ilson (1997). This study is descriptive qualitative research deals with narrative. The data source of the research in Sinclair, J. M., Jones, S., and Daley, R. (2004. Report to OSTI on Project C/LP/08. *In English Collocation Studies: The OSTI Report. ed. R.Krishnamurthy. London: Continuum*. The researcher applied the documentation study method, and the researcher using the content analysis as the analysis of the data. The researcher conducting the two quations are the types of collocation and the meaning of collocation related other words in the sentence and also related the aims of the research are to know the types of collocation and to know the meaning of collcoation connected with other words in the novel. The result of this research showed that there are many collocation that used in the novel “the lost symbol” by Dan Brown. Actually there are 41 collocation word as the research finding in the types of collocation category, and the collocation meaning that the collocation be able to change the meaning related the other words in the sentence of the text.



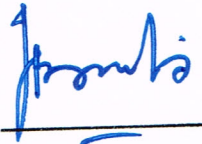
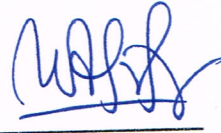
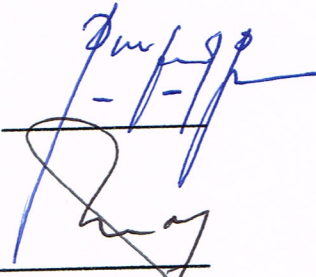
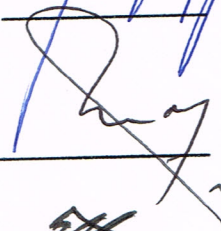
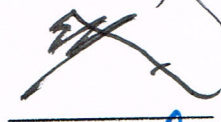
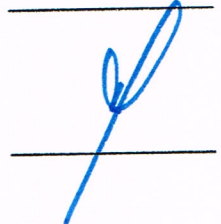
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## RATIFICATION

This thesis entitled **“THE ANALYSIS OF COLLOCATION IN THE NOVEL THE LOST SYMBOL BY DAN BROWN”** written by Agus Makmur, student number 1410130080 has been examined on July 07<sup>th</sup> 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty *Syekh Nurjati* State Islamic Institute Cirebon.

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## CHAPTER I INTRODUCTION

This chapter explains the background of the research, the focus of the research, the formulation of the research, the identification of the problem, the limitation of the problem, the questions of the research, the purposes of research, the significance of the research, theoretical foundation, significance of the research, the methodology of the research, and previous study.

### 1. BACKGROUND OF THE PROBLEM OF RESEARCH

Language plays an important role in spreading information and communication with others. Since we were born with differences, we found it also different in language we used to communicate. Language may be different because of some characteristics, for example the location of a nation, culture, people and the condition of nature.

Particularly we use language to express ideas, feelings, and opinions, to exchange information, to do business, to absorb and develop science, to transfer technology as well as to keep in touch with other. The differences of language bring us to the need of how to transfer the language from one to another. However, translation is very important to transfer the idea from all over the world. In the case of translating, we need a translator, someone who has a comprehensive knowledge of both the source language and the target language. In this case, source language is a language that is to be translated into another language and the target language is the language into which a text written in another language is to be translated.

Semantics 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. In fact, semantics is one of the main branches of contemporary linguistics. Theoretical computer scientists and logicians think about artificial languages. In some areas of computer science, these divisions are crossed. In machine translation, for instance, computer





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scientists may want to relate natural language texts to abstract representations of their meanings; to do this, they have to design artificial languages for representing meanings.

Natural-language semantics is important in trying to make computers better able to deal directly with human languages. In one typical application, there is a program people need to use. Running the program requires using an artificial language (usually, a special-purpose command language or query-language) that tells the computer how to do some useful reasoning or question-answering task. But it is frustrating and time-consuming to teach this language to everyone who may want to interact with the program. So it is often worthwhile to write a second program, a natural language interface that mediates between simple commands in a human language and the artificial language that the computer understands. Here, there is certainly no confusion about what a meaning is; the meanings you want to attach to natural language commands are the corresponding expressions of the programming language that the machine understands. Many computer scientists believe that natural language semantics is useful in designing programs of this sort. But it is only part of the picture. It turns out that most English sentences are ambiguous to a depressing extent. (If a sentence has just five words, and each of these words has four meanings, this alone gives potentially 1,024 possible combined meanings.) Generally, only a few of these potential meanings will be at all plausible. People are very good at focusing on these plausible meanings, without being swamped by the unintended meanings. But this takes common sense, and at present we do not have a very good idea of how to get computers to imitate this sort of common sense. Researchers in the area of computer science known as Artificial Intelligence are working on that. Meanwhile, in building natural-language interfaces, you can exploit the fact that a specific application (like retrieving answers from a database) constrains the things that a user is likely to say. Using this, and other clever techniques, it is possible to build special purpose natural-language interfaces that perform remarkably well, even though we are still a long way from figuring out how to get computers to do general-purpose natural-language understanding.





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Semantics probably will not help you to find out the meaning of a word you do not understand, though it does have a lot to say about the patterns of meaningfulness that you find in words. It certainly cannot help you understand the meaning of one of Shakespeare's sonnets, since poetic meaning is so different from literal meaning. But as we learn more about semantics, we are finding out a lot about how the world's languages match forms to meanings. And in doing that, we are learning a lot about ourselves and how we think, as well as acquiring knowledge that is useful in many different fields and applications.

There is much interest in collocation partly because this is an area that has been neglected in structural linguistic traditions that follow Saussure and Chomsky. However, a tradition in British linguistics, associated with the names of Firth, Halliday, and Sinclair that pay close attention to the phenomena like collocation.

Linguistically, collocation is defined as a combination of words in a language that happens very often, and more frequently than would happen by chance. In other words, a collocation is an expression consisting of two or more words that correspond to some conventional way of saying things.

Based on Sinclair (1999:170), collocation is the occurrence of two or more words within a short space of each other in a text, the usual measure of proximity is a maximum of four words intervening. Collocations can be dramatic and interesting because unexpected, or they can be important in the lexical structure of the language because of being frequently repeated. While Manning and Schutze (1999:141) characterized collocation by its limited compositionally. "We call a natural language expression compositional if the meaning of the expression can be predicted from the meaning of the parts. Collocations are not fully compositional in that there is usually an element of meaning added to the combination.

The Lost Symbol, previously titled The Solomon Key, is a novel written by novelist USA, Dan Brown. This book tells the story of a conspiracy theory, which takes the story in Washington DC. This book is the third book novelist Dan Brown that involves character Robert Langdon, Harvard





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symbolologist from Harvard University, after *Angels & Demons* and *The Da Vinci Code*.

This book was published on September 15, 2009. This book was published her first appearance as much as 6.5 million prints (5 million in North America, 1.5 in the UK), the largest in the history of book publishing. On the first day of sales of this book sold over one million printed in hardcover and also in the form of an e-book version in the United States, Britain and Canada, making it the fastest selling book in history.

The novel “*The Lost Symbol*” is written by Dan Brown a well known American writer and best selling novels, including *The Da Vinci Code*, which has become one of the best selling novels of all time. His novels are published in 52 languages around the world with 200 million copies in print and in 2005 Brown also named one of the 100 Most Influential People in the World by *Time Magazine*.

The novel itself is about a Harvard symbolologist, Robert Langdon whose mentor, Peter Solomon a prominent Mason and philanthropist is brutally kidnapped, Langdon realizes his only hope of saving Peter is to accept the mystical invitation he received from someone and follow wherever it leads him. Langdon is instantly plunged into a clandestine world of Masonic secrets, hidden history, and never-before seen locations all of which seem to be dragging him toward a single, inconceivable truth until he found Peter and the secret reveal.

The explanation above becomes the main interest to find out more on what kinds of English collocation found in the novel written by an American author. The novel entitled “*The Lost Symbol*” written by Dan Brown is chosen to be the source of data in this research since the novel is a best seller all over the world and has been published in Indonesia since 2010 both in English and the translation in Indonesian. This novel is a new novel but it already has a good respond from the readers.

Based on the phenomenon above, the researcher interested in conducting this research about the English collocations in the novel “*The Lost Symbol*” by Dan Brown to analyze and identify what are the types of



collocations in the novel and how is the meaning of collocation connected with other words in the sentences found in this novel. Beside that, there are many readers not understand the meaning of collocation words that has found in this novel, because the collocation no more different with the English expression, so this is the other reason that the researcher interest, and this research using the research methodology of qualitative.

Actually in this reasearch, the researcher was decided that there are many English expressions word or the idiom which found in the novel The Lost Symbol. Then many English collocation words in the novel. Then the novel using high quality word. Then there is no the differences between the story and dialogue form of the novel “The Lost Symbol” by Dan Brown which makes the readers difficult to understand the content of the novel. From the problems above there are many readers not understand and cannot differentiate between the collocation and the expression or the idiom and also the readers cannot differentiate about the form of dialogue and the narrative story of the novel “The Lost Symbol” by Dan Brown.

## 2. FORMULATION OF THE RESEARCH

### 2.1 Identification of the Problem

The identification of the problem is required to give the clarification about the problem that will investigate. Then the researcher composed of the research refers to the background above, those are:

#### 2.1.1 The Kinds of the Problem

The composers have a reason and hope that this research can give contribution to the development of translation. Beside that, this research will give more emphasis on giving new information of translation method to the readers. And actually by reading this study, the researcher hopes that the readers understand the use of collocation in this novel. The reader will get more knowledge or the information that this novel is not only being reading but also being known the real meaning of this novel contents



itself. In this novel, the composer has showed there are many languages and different ways to translated in different countries.

The researcher has found the kinds of the problem, in the translation generally, there are:

1. There are many English expressions or the idiom in the novel The Lost Symbol.
2. There are many collocation words that used in the novel “The Lost Symbol” by Dan Brown.
3. The novel using high quality word.
4. There are many the collocation that used in the novel “the lost symbol” by Dan Brown which makes the readers difficult to understand the content of the novel.

### 2.1.2 The Main of the Problem

The main problems in this research are the English collocation words in the novel “The Lost Symbol” by Dan Brown. The researcher decided the problem of this research that there are many the collocation words that used in the novel “the lost symbol by” Dan Brown which makes the readers difficult to understand the content of the novel.

## 3. LIMITATION OF THE RESEARCH

As we know, in the novel generally there are many parts discussed in this novel, such as English expression, phrase, grammar, language styles on soon, but in the research, the researcher only analyzes and identifies the English collocations as semantics meaning. And we know that there are many novel created by Dan Brown but the researcher only analyze and identify the novel “The Lost Symbol”.

In this novel there are 133 chapters and the researcher only analysis from the prologue until 29 chapters, and all of it explored and explained about the types of collocation in the collocation category and the meaning of collocation connected with other words in the sentence of the novel.



#### **4. QUESTIONS OF THE RESEARCH**

The questions of the research can be shown in the following questions:

1. What are the types of collocation and collocation category in the novel The Lost Symbol by Dan Brown?
2. What is the meaning of the collocation connected with other words in the sentences of novel The Lost Symbol by Dan Brown?

#### **5. PURPOSES OF THE RESEARCH**

The purposes of this research are:

1. To know the types of collocations and the collocation category in the novel The Lost Symbol by Dan Brown.
2. To know the meaning of collocations connected with other words in the sentences in the novel The Lost Symbol by Dan Brown.

#### **6. USEFULNESS OF THE RESEARCH**

Based on the problems of the research and the objectives of the research, the researcher product is hoped to be useful book and form of participation to increase the development translation study and language learning, the significances of this research are:

1. The result of this research can be used as an additional knowledge to improve the vocabulary of collocations for Indonesian learners majoring in English.
2. This research is also useful for those who are studying semantics as knowledge and the ways to translate and make meaning to the English collocation.
3. This research is also useful for the readers to differentiate the English collocation and English Expression.
4. This research is also useful to the readers to know the structure meaning of collocation in the sentences.
5. Beside that the researcher is done to fulfil the requirement as the last assignment in achieving the Bachelor Degree from The Faculty of





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## 7. THEORETICAL FOUNDATION

### 7.1 The Nature of Collocation

In order to understand the nature of collocation, previous analysis had been carried out by a variety of researchers who used different scopes of defining collocations. A pioneering classification of English word-combination was made by Palmer (1993), who collected examples from dictionaries. He indicated that a collocation is a succession of two or more words that must be learnt as an integral whole and not pieced together from its component part. Durrant and Schmitt (2010) indicate that Palmer's definition of collocations is pedagogical-oriented.

Cowie (1981) distinguishes the word combination from free collocations, figurative idioms, and pure idioms as follows:

- a. Free combination (*e.g. drink tea*)
  - The restriction on substitution can be specified on semantic groups.
  - All elements of the word combination are used in a literal sense.
- b. Restricted collocations (*e.g. perform a task*).
  - Some substitution is possible, but there are arbitrary limitations on substitution.
  - At least one element has a non- literal meaning, and at least one element is used in its literal sense, the whole combination is transparent.
- c. Figurative idioms (*e.g. do a U-turn, in the sense of completely change one's policy or behaviour*)
  - Substitution of the elements is seldom possible.
  - The combination has a figurative meaning but preserve a current literal interpretation.
- d. Pure idioms (*e.g. blow the gaff*)
  - Substitution of the elements is possible.



- The combination has a figurative meaning and does not preserve a current.
- The combination has a figurative meaning and does not preserve a current literal interpretation.

Cowie (1981) emphasises that the boundary of these types of combinations is not clear-cut, but these types should be seen as forming a continuum. Although his categorization is comprehensive to understand the characteristics of free combinations, figurative/pure idioms and restricted collocations, within the framework of restricted collocations, it is considered that several types of collocations can be categorized base do different lexical combinations. The categorisation of collocations in the present study is based on the combinability and transparency, which Cowie introduce. While Cowie takes various word combinations, such as idioms and free combination. Into account, the present study deals with collocations.

Nesselhauf (2005) categorised the definition of collocations into two major types of approach: First, the frequency-based approach. Second, the phraseological approach. In the former approach the frequency-based approach, a collocation is regarded as the adjacent co-occurrence of word at certain distance, which occur more frequent than could be expected if words combined randomly in a language. The latter one, the phraseological approach, addresses that a collocation is a type of word combination, as one that is fixed to some degree which contains major constituents in a clause. These two approaches are different in that the phraseological approach requires that the elements of collocations should be syntactically related but the frequency-based approach does not.

Wolter and Gyllstad (2011:5) discuss that both frequency and semantics are important aspects which are related to both approaches. The present study adopts the perspective by Wolter and Gyllstad (2011) in that both approaches are not mutually exclusive. The following sections discuss these approaches in greater detail.



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### 7.1.1 Frequency-Based Approach

Firth (1957) is considered to be one of the pioneers the frequency-based approach and the linguist who brought this approach into the area of lexical studies (Carter & McCarthy 1988:32) he defines collocations as actual words in habitual company. (Firth 1957:4) with a view to the important role of collocations in linguistic research in addition to those of phonetics, phonology and grammar. However, his definition remains ambiguous.

Sinclair (1991:170) adheres to the Firth's definition of collocation as the occurrence of two or more words within a short space of each other in a text. He sees collocations in a framework of node and collocates constituting a span, a view supported by Stubbs (2001), who defines collocation as frequent co-occurrence. A node is the pivotal word which can be a core word, and collocates are words which co-occur with a node in a corpus. Collocations are thus a certain span of word that consist of nodes and collocates to the left and right. It is generally considered that significant collocates are found within a span of 4:4 which means that they can be found in the span of four words.

The most recent study on collocations using the frequency-based approach is that of Shin and Nation (2008) whose focus was on the most frequent collocations in spoken English. The objective of their study was to present a list of the highest frequency collocations of spoken English. When using the ten million word spoken section of the British National Corpus (BNC) as the data source to investigate the frequent collocations, they used a definition of collocation as a structure of two parts: pivot words (or nodes) which are the focal word in the collocation and its collocates, the words accompanying the pivot word. The total number of collocations they found is 5894, the top ten of which include "you know", "I think you", and "in fact". They exclude those that are not grammatically structured. The distinctive difference between the study by Shin and Nation (2008) and the study by Stubbs (2001) is that Shin and Nation



exclusively focused on spoken corpus, thus the most frequent collocations in the speech, such as “you know”, “I think you”, were discovered.

### 7.1.2 Phraseological Approach

This approach views a collocation as an abstract unit of language and its instantiation in texts, in certain grammatical pattern. The term phraseology can be traced back to Russian phraseological theory, which developed.

The present study adopts both approaches since both frequency and phraseological view point of collocations are important in order to investigate how L2 learners use the frequent collocations. Thus in the present study, a collocation is defined as: a type of word combination in a certain grammatical pattern, and they refer to an abstract unit of language that occur frequently. Collocations are characterized by two criteria: First, combinability of words within a collocation. Second, semantic transparency of word in a collocation.

## 7.2 The Characteristics of Collocation

### 7.2.1 Combinability

The present study considers the combinability of nodes in collocation by choosing the nodes in each lexical category of collocations. The classification of collocations established by Aisenstadr (1979.1981) is based on the combinability of the elements within a collocation. For example, in a collocation “make/take a decision”, one element of a collocation is considered to be restricted its combinability. The verbs are said to have rather wide and vague meaning and collocate with many different nouns (Aisenstadr 1981:57), while the noun is restricted in its combinability, but is not always limited to only one verb nouns (Aisenstadr 1981:56).

The nodes and collocates are important terms to define collocations. The previous studies, such as stubbs (2011), selected verb as the nodes of a collocation in a corpus since the objective of their studies





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was to find the frequency of verb which since the objective of their studies was to find the frequency verbs which occur in collocations. However, one of the objectives of the present study is to find appropriate collocations which have the possibility of combining with a few words to express a specific meaning. Thus, in the case of a collocation, “make/take a decision”, make/take” are the collocation, there are two possibilities of collocates, “make and take” to combine with the noun, “a decision”. The present study, focuses on the combinability of the nodes of collocations, sincethe possibilities of combinability a collocation are more limited than those of the collocates. Thus, this collocation involved the collocates that are able to combine with more than one element and it is not restricted in the possibility of combining with different words. In the case of “common sense”, in the adjective + noun collocation, “sense” is the node and common is the collocates which co-occur with “sense” more frequently than other adjectives. In the case of “deeply involed” in the adverb + adjective collocations, “involved” is the node and “deeply” is the collocate.

A more comprehensive and detiled classification based on combinability was attempted by Howarth (1996). His classification in carrid out with regard to the verb-noun collocations in addition to whether one or both elements of a collocation is/are restricted as regard to combinability. The explanations and examples are explicitly listed with regard to verb and noun combinations only, as shown below (Howarth 1996:102). The objective of his study is not find whether there is any direct correlation between the type of verb in the combination and its level of restrictedness. The collocations Howarth deal with are not necessarily the same collocations but the synonymous ones, such as in “adopt a proposal” and “adopt a suggestion”. In the present study, the target collocations are synonymous ones and the combinability of nodes is considered not only with regards to verb + noun collocations but also to delexicalised verb + noun, adjective + nounand adverb + adjective



collocation. In the following categories by Howarth (1996), either verb or noun is pivotal.

The following categories by howarth (1996), either verb or noun is provital.

- a. Freedom of substitution in the noun: some restriction on the choice of verb: an open set of noun a small number of synonymous verb.  
 E.g. *adopt/accept/ etc.to a proposal/suggestion/recommendation.*
- b. Some substitution in both elements: a small raneg of nouns can be used with the verb. There a small number of synonymous verb.  
 E.g. *introduce/rable/bring forward a bill/an amendament.*
- c. Some substitution in the verb: complete restriction on the choice of the noun: no other noun can be used the the verb in that sense there are a small number of synonymous verbs.  
 E.g. *pay/take heed.*
- d. Complete restriction on the choice of the verb: some substitution of the noun: a small range of noun can be used with the verb in that sense there are no synonymous verb.  
 E.g. *give the appearance/impression.*
- e. Complete restriction on the choice of both elements: no other noun can be used with the verb in the verb in the given sense there are no synonymous verb'  
 E.g. *curry favour.*

It is clear that Howarth (1996) considered combinability as a significant factor which characterizes collocations. In the present study, whether a collocation is (+/- Restricted Combinability) regarded as an important criterion. When one of the two elements of collocation is restricted only to the other lexical element in a collocation, it is considered as (+Restricted Combinability) (+ResComb), whereas if it is not restricted but can be combined with more than one word, it is considered as (-Restricted Combinability) (-ResComb). Unlike stubb (2001), since the present study examines the combinability of the nouns, in the case of (verb + noun) collocations, noun are determined to be pivotal and verbs are



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collocates which are more restricted or less restricted in combinability to the noun in a collocation.

### 7.2.2 Transparency

In addition to the combinability of word, the other criterion essential is in classifying collocations in the transparency. These two criteria, i.e. combinability and transparency, though correlating to some degree, do not regularly coincide (Nasselhauf 2005). Transparency is the generally deemed to mean whether the elements of the combination and the combination itself have a literal or a non-literal meaning (Nasselhauf 2005). When a collocate of a collocation is literal, the collocation is (+Transparency) and when a collocate is non-literal it is regarded as (-Transparency). This criterion has often been used differently to distinguish between collocation and idioms. For example, some scholars use only the criterion of combinability to distinguish collocations from free combinations, and others find both the criterion of combinability and that of transparency necessary to distinguish between collocations and idioms (Aisenstadt 1979;1981).

Secondly, within the framework of transparency, two features can be identified at each extreme: + or – transparency. Although the distinction between + and – transparency is not dichotomous, for the research objective of the present study, the transparency is represented as either (+Transparency) or (-Transparency). In collocations whose meanings are transparent, the literal and primary meaning of the word is used in combination with other words. Thus, in the set of “ask a question” in the verb + noun collocation, for example, the literal meaning of the verb “ask” is used to mean “to speak or write to someone in order to get and answer, information, or a solution” as can be seen in the *Longman Contemporary Dictionary* as the very first meaning of the word. In terms of collocations whose meaning is not literal, the figurative sense of the word can be identified rather than its literal sense in combination with other word. Thus, in a set of “meet someone’s needs”, the literal meaning of the verb



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“meet” is not used but the figurative meaning of “meet” is used. According to the *Longman Contemporary Dictionary*, this “meet” means “to do something that someone wants, needs or expects to do or be as good as they need, expect, etc. And this description can be seen as the eighth category of meaning in the dictionary. In the case of “poor health” in the adjective + noun collocation, “poor” primarily means “to have very little money”, thus is considered to be (-Transparency) which has figurative sense. In the case of “bitterly cold”, “bitterly” primarily means “to be in a way that procedures or shows feeling of great sadness or anger”, thus it is categorised as (-Transparency).

### 7.3 Collocations in the Present Study

#### 7.3.1 Lexical and Grammatical Collocations

In addition to the two criteria of combinability and transparency outlined above, the present study applies the classification according to grammatical pattern in which the collocation is realised. Benson, Benson and Ilson (1985,1997) divide collocations into two types in their 90,000-entry dictionary of collocations – one of the largest so far because of the large number of entries and of words that collocate to the entries. The two types of collocations are: lexical collocations and grammatical collocation.

The lexical collocations consist of two open-class words, for example, “adopt a policy” and “an aquiline nose”. Unlike Nasselhauf (2005), in lexical collocations a distinction is often drawn between the ‘node’ (the noun in the case of a [V + N] or [Adj + N] collocation) and the collocate or collocator (the verb in the case of [V + N]) and the adjective in the case of (Adj + N). Benson Benson and Ilson (1985)’s second category consist of a combination of noun/verb/adjective + a closed-class word. In this combination, in most cases a closed-class word is a preposition such in “different from”, “an argument about”. These two types of collocations according to word-class seem to be easily recognizable to language learners. Additionally, as Fortenelle (1998) has a pointed out, the are other categories ‘frequently found in combination with





one another' such as 'adjective and noun (Adj + N)', adverbs and verbs (Adv + V), or even nouns and nouns (N + N).

Among various groups of collocations, the present study particularly focuses on four combinations in lexical collocations. The first and second categories, the verb + noun and delixalised verb + noun collocations, have been discussed by several researches as not only the most difficult for the learners (Biskup 1992) but also the core pattrens of elements which are frequent (Howarth 1996:120) and constitute speech. Altenberg (1993:227) claims that 'they tend to from the communicative core utterences where the most important information is placed'. The third category, the 'adjective + noun collocations, has hardly been studies at all. Siyanova and Schmirt (2008) studied the "adjective + noun collocations, such as "social service", and discovered that only about half the collocations, including inappropriate combinations of word, produce by Russian learners of English in their essays were appropriate. With regard to these learners' recognition about the frequency of the collocations and their speed of processing collocations, they are poorer than those of native speakers. It was found that only about half of the collocations produce in their essays by the learners Russian frequency appeared in the British National Corpus (BNC).

Concern with collocation, New mark (1988: 212) said in Linguistics, a collocation is typically defined as the habitual co-occurrence of individual lexical items. The explanation above that collocation as usuall defined as the unity of lexical element. Then New mark give some collocation examples which pafefer to lexical element ( lexical items) and grammatical structure, in English language with patterns like this:

1. Adjective plus noun, e.g. 'heavy labour', 'runaway', 'economic situation'.
2. Noun plus noun, e.g. 'government securities', 'nerve cell', 'eyeball'.
3. Verb plus object noun, e.g. 'pay a visit', 'attend a lecture'.



Benson et al. in Lubis (2013) collocation is commonly distinguished into lexical collocation and grammatical collocation. Lexical collocation consist of nouns, adjective, verbs and adverbs. Grammatical collocation consists of dominant word (like a verb, a noun, or an adjective). some patterns with the technique of collocation according to Benson presented like this:

1. Verb + noun e.g., make friends, hold a meeting.
2. Verb +adverb e.g., speak loudly, fly high.
3. Adjective + noun e.g., heavy traffic, dense forest.
4. Adverb + verb e.g., entirely disagree, strongly recommend.
5. Adverb + adjective e.g., highly complicated, extremely hot.
6. Noun + verb e.g., car runs, dogs bark.
7. Noun + noun e.g., factory worker, horse breeder.
8. Preposition + noun e.g., in the room, beside the building.
9. Verb + preposition e.g., depend on, pass by, good at, interested in.
10. Noun + preposition e.g., passer -by, fly - over, turn -around, top - down.

Benson and Ilson (1997) state:

“Collocation are two categories. First the grammatical collocation and the second is lexical collocation. The grammatical collocation is the word combination which is diminat in the nounl, adjective, verb and preposition, for example: depend on, play on word, hang for a moment, and the lexical collocation is the word combination which is dominant in the noun, verb, adjective, and adverb, for example: Elegant gentle man, blue blood”.

Benson, Benson, and Ilson (1986) categorized English collocations into two classes: lexical collocations and grammatical collocations (with 7 and 8 types respectively); lexical collocations are made up only of verbs, adjectives, nouns and adverbs in different possible combinations while grammatical collocations contain words such as verbs, adjectives or nouns combined with a preposition or a grammatical structure.

The lexical collocation is the part of collocation category that is more dominant in the nominal sentence consist of noun, verb, adjective



and adverb and the lexical collocation there are 8 types of collocation as the combination of part of speech. In the lexical collocation below:

**Table 1.1 Lexical Collocation**

NO	LEXICAL COLLOCATION
1	Adjective + noun
2	Adjective + adverb
3	Noun + adjective
4	Noun + noun
5	Adjective + to infinitive
6	Noun + adverb
7	Verb + adverb
8	Noun + verb

The grammatical collocation is the part of collocation category that more dominant in the verbal sentence consist of verb, noun, adjective and preposition and the lexical collocation there are 9 types of collocation as the combination of part of speech. The grammatical collocation below:

**Table 1.2 Grammatical Collocation**

NO	GRAMMATICAL COLLOCATION
1	Verb + noun
2	Verb + adverb
3	Verb + verb / preposition
4	Preposition +noun
5	Preposition + adjective
6	Noun + preposition clause
7	Verb + preposition clause
8	Adj + preposition
9	Verb + p.phrase



### 7.3.2 Target Collocations in the Present Study

Types of collocations in the present study are classified with references to two parameters: combinability and transparency, for the four lexical collocations; (V + N), (Del. V + N), (Adj. + N), and (Adv. + Adj.). Although, in the total, sixteen groups based on (+/-Restricted Combinability) and (+/-Transparency) with four lexical combinations are possible, the present study focuses on eight target groups of collocations which have distinct characteristics. The two groups of combinability and transparency, (+Restricted Combinability, +Transparency) and (-Restricted Combinability, -Transparency) groups, will be investigated. Based on Cowie's (1981) discussion that he distinguished collocations from free combinations and idioms according to combinability and transparency, (+Restricted Combinability, -Transparency) group of collocations have a characteristic of so called "idiom". Thus, the present study does not deal with groups of collocations.

**Table 1.3 Collocation Group in the Present Study**

NO	TYPE OF COLLOCATION	(+/-RESTRICTED COMBINABILITY), (+TRANSPARENCY)
1	Verb + Noun	(+Restricted Combinability, +Transparency)
		(-Restricted Combinability, -Transparency)
2	Veb + Noun	(+Restricted Combinability, +Transparency)
		(-Restricted Combinability, -Transparency)
3	Adjective + Noun	(+Restricted Combinability, +Transparency)
		(-Restricted Combinability, -Transparency)
4	Adverb + Adjective	(+Restricted Combinability, +Transparency)
		(-Restricted Combinability, -Transparency)

## 8. SIGNIFICANCE OF THE RESEARCH

After talking the study, the research has two usefulness. First analyzed what are the types of collocation hoped it can help the readers' to overcaome and understand the collocation in the semantics study.





Second, the researcher expects that can be useful for the teacher in order to use more method or strategies especially in teaching collocation in the semantics. It hope can support the teachers' effort in carrying out their responsibility in teaching and learning process.

## 9. METHODOLOGY OF THE RESEARCH

In this research the researcher would like to explain about the object of the research, the place and time of the research, the method of the research, the data source and types data, the technique of collecting data and the technique of analyzing data.

### 9.1 The Objective of the Research

Based on the questions of this research before, the researcher formulates objective of this research to find on the collocations in the novel "The Lost Symbol" by Dan Brown to analyze and identify what is the types of collocation and the collocation category in the novel, and what is the structure meaning of English collocations with other words in the sentences.

### 9.2 The Time of the Research

The researcher takes the time to do this research for 3 months to find out the data of English collocations in the novel "The Lost Symbol" by Dan Brown.

### 9.3 The Method of the Research

The researcher chooses the method of this research is qualitative research deals with narrative. This study describes and analyzes a detailed story in narrative research content of the novel, which is emphasized in the English collocations in the novel "The Lost Symbol" by Dan Brown.

### 9.4 The Source and Types Data

According to Lofland and Lofland as cited by Lexy J. Melong (2000:112) stated.



“The data source of qualitative research is the statement words, and more than it is the other source like the document and others. Other hand, the data source divided in the statement words and action. The data source by written, picture and statistic”.

The primary sources of qualitative research are words and actions, additional data source as documents, and so on. Dealing with it, the kind of data is divided into words and actions, written source, photo, and statistics.

To acquire substantive theories, the writer uses many books. They are classified into two parts; they are primary and secondary data source.

- a. In the primary source data of the novel “The Lost Symbol” is written by Dan Brown a well known American writer and best selling novels, including The Da Vinci Code, which has become one of the best selling novels of all time. His novels are published in 52 languages around the world with 200 million copies in print and in 2005 Brown also named one of the 100 Most Influential People in the World by Time Magazine.

The Lost Symbol, previously titled The Solomon Key, is a novel written by novelist USA, Dan Brown. This book tells the story of a conspiracy theory, which takes the story in Washington DC. This book is the third book novelist Dan Brown that involves character Robert Langdon, Harvard symbologist from Harvard University, after Angels & Demons and The Da Vinci Code.

- b. The secondary data source in this research is from the books Sinclair, J. M., Jones, S., and Daley, R. (2004. Report to OSTI on Project C/LP/08. In English Collocation Studies: The OSTI Report. ed. R.Krishnamurthy. London: Continuum to complemented this data.

## 9.5 The Technique of Collecting Data

The researcher applied the documentation study method. The documentation study means the method which is the writer do the research in a space of the books, journals, papers and etc. So, the researcher can get the data and information about the object of the research. Qualitative research is



usually used it. It said that because the library is the place to find the knowledge and the information, and the other reference that needed by the researcher.

## 9.6 The Technique of Analysis Data

The method applied in this study is the qualitative method. The data is descriptively analyzed in the part of sentences. After finding the occurrences of English collocations in the data source and jotting them down. First, presenting the data is assumed as the English collocations. Second, classifying the types of data is from each category of English collocations. Third, describing and discussing the finding is related to the objectives of the study. And the last, the analysis and identifying the structure meaning of English collocations are found by using the theory of English collocation types.

Benson and Ilson (1997) state:

Collocation are two categories. First the grammatical collocation and the second is lexical collocation. The grammatical collocation is the word combination which is dominant in the noun, adjective, verb and preposition, for example: depend on, play on word, hang for a moment, and the lexical collocation is the word combination which is dominant in the noun, verb, adjective, and adverb, for example: Elegant gentle man, blue blood.

Actually there are many the arguments of an expert, that discussed about the collocation, more than it, there are many differences about the amount of collocation types. Here the Benson and Ilson (1997) has classified the types of collocation there are two types of collocations, consist of lexical collocations and grammatical collocations. 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.



## 10. LITERATURE REVIEW

There are some researches related to the English collocations in the novel. However, most of them are objected to the English collocations in the novel published new. It means that the previous studies which have been conducting different than this research which is related to the English collocations. In spite of them, the researcher will give the previous studies as follow:

1. Nasution (2003) in her thesis, *An Analysis of Collocations in Listening Comprehension Section of the TOEFL Test*.

The thesis discusses about the identification of collocation found in the listening comprehension section of the TOEFL test from the 9th edition of Baron's *How to Prepare for TOEFL* pages 361-366 published by CV. Binarupa Aksara, Jakarta.

In this thesis, the writer uses Hill's theory (2012-18) to identify the collocations, corpus frequency, and the significance of pairs, and also to determine the kind of collocations of each data. Then finally it gets the result that there are 25 collocational pairs found in the LCS of TOEFL test from the 9th edition of Baron's *How to Prepare for TOEFL* pages 361-366. These collocations are categorized into adjective + noun (10 pairs), adverb + adjective (1 pair), verb + adjective/compliment (10 pairs). Noun + preposition + noun (3 pairs), and adjective + preposition + noun (pair).

2. Asih (2009) in her thesis, *The Analysis on Indonesian Translated Collocations of J.K Rowling's Novel, "Harry Potter and the Goblet of Fire"*.

This thesis discusses about the strategy used to translate the collocations found in the novel "Harry Potter and the Goblet of Fire" by J.K Rowling published by Blooms burry in 2000 and the translated novel in Indonesian published by *PT Gramedia Pustaka Utama*, Jakarta in 2001. In this thesis the writer uses Baker's theory (1992:72-76) to describe the forms and the meanings of English collocations, to identify and classify





the strategies used to translate the collocations and to suggest the strategies used to translate the collocations found in the novel.

3. Retno Mulyatiningsih (2013) in her thesis, *Collocations in Suzanne Collins' The Hunger Games: Translation Strategies and Translation Quality Assessment*.

This study analyzes collocations and the translation strategies used to translate them in *The Hunger Games* into Indonesian. The researcher assesses the accuracy and acceptability of the translation. This study tries to find out the relation between translation strategies applied with their accuracy and acceptability.

Actually all of the research above is same as in the object of the research object, namely about the English collocation, but in the fact, specifically there are many differences about the explanation before deeply. The first thesis explains about “An Analysis of Collocations in Listening Comprehension Section of the TOEFL Test”, and this thesis is focus in the collocation category and the TOEFL test, and this thesis to identify the collocations, corpus frequency, and the significance of pairs, and also to determine the kind of collocations of each data. Second explain about “The Analysis on Indonesian Translated Collocations of J.K Rowling’s Novel, “Harry Potter and the Goblet of Fire”, and this thesis are focus in the translation strategy into Indonesian language and analysis, identify and classify of the collocation in the novel, and also to describe the forms and the meanings of English collocations, to identify and classify the strategies used to translate the collocations and to suggest the strategies used to translate the collocations found in the novel. And third thesis explain about “The Collocations in Suzanne Collins’ *The Hunger Games: Translation Strategies and Translation Quality Assessment*”, this thesis are focus on the translation strategy into Indonesian language. This research tries to find out the relation between translation strategies applied with their accuracy and acceptability.



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From the researcher himself, in this research the researcher would like to investigate the English collocations in the novel “The Lost Symbol” by Dan Brown to analyze and identify what are the types of English collocations, and what is the meaning of English collocation connected with other words in the sentences found in the novel The Lost Symbol by Dan Brown. The researcher only classifying and identifying the types of collocation while the collocation category and knowing the meaning of collocation related other words in the sentence or the text in the sentence. This research using the qualitative method and the collecting data using the documentation study. And the theory of collecting data from Benson and Ilson (1997) that this theory will investigate the collocation.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research which is based on the research findings and discussion in the previous chapter. The researcher gives some conclusions and suggestions about an analysis of collocations in the novel “the lost symbol” by Dan Brawn. The conclusions consist of what are the types of collocations in the novel, and what is the structure meaning of the collocations with other words in the sentences of novel “the lost symbol” by Dan Brown. Then, the end the researcher gives some suggestions of this research.

#### 1. CONCLUSION

The researcher concluded this research while the question above. The research above explained the collocation types and the collocation meaning in the novel, below:

1.1 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 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).

1.2 The collocation not only be able to stand itself and meaningly but also it can be change the collocation meaning. The chagement of collocation meaning depend on the structure of the sentence on the text because actually the collocation word not only have one meaning but also there are many meaning of collocation word which is the meaning of collocation needed to know more deeply in the collocation rule.





## 2. SUGGESTION

After the researcher concluded this research, the researcher gives some suggestions that can be referred to lecture and student, especially to English Language Teaching Department and students' college:

### 2.1 Lecture

It should be noted that the researcher expects that semantic theory and practice should be given enough time to learn and practice. The lecture should be careful to differentiate the collocations with idiom and others in the learning process. The lecture should attend to teach the collocation which more involutes than idiom or the expression. More than it the researcher expects that can be useful in order to use more method or strategies especially in teaching collocation in the semantics study. It hope can support the lecture effort in carrying out their responsibility in teaching and learning process.

### 2.2 Student

This research is not good research as the other. However, this research should be expanded especially in qualitative research to know more about the collocation in the novel or in the song and or others, because the collocation and the idiom as not different so far. The college students should understand deeply about the collocation because of unaware, there are many the collocation sentences or statements that we speak in our communication as the human body, more than it as the English students. The college student should understand about all rules of collocation. The collocation word is not easy to decide the types of collocation, or make structure meaning of collocation word because as we know that the word it can stand by itself without relating with other words in the sentence so the to make meaning of collocation or structure meaning we must be careful to choose the other meaning as the basic meaning of word.





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