FREQUENCY AND COLLOCATION OF THE VERBS \textit{REFUSE} AND \textit{REJECT}

\textit{A SARJANA PENDIDIKAN THESIS}

Presented as Partial Fulfillment of the Requirements to Obtain the \textit{Sarjana Pendidikan} Degree in English Language Education

By

Diah Dwi Pratiwi
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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September 19, 2014
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Defended before the Board of Examiners
on October 8, 2014
and Declared Acceptable

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Yogyakarta, October 8, 2014
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.
Trust in the LORD and do good; 
dwell in the land and enjoy safe pasture.
Take delight in the LORD, 
and he will give you the desires of your heart.
Commit your way to the LORD; 
trust in him and he will do this:

Psalms 37:3-5

“Be positive, and things will automatically fall in place.”

This thesis is dedicated to
Margono
and
Ester Sudiasih
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, October 8, 2014

The writer,

Diah Dwi Pratiwi
101214135
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPANTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:
Nama : Diah Dwi Pratiwi
Nomor Mahasiswa : 101214135

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FREQUENCY AND COLLOCATION OF
THE VERBS REFUSE AND REJECT

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Dibuat di Yogyakarta
Pada tanggal: 8 Oktober 2014

Yang menyatakan,

Diah Dwi Pratiwi
ABSTRACT


There were some synonymous verbs in English which show refusal. The verbs refuse and reject were the most similar among the other synonyms. The etymologies and the definitions of those verbs definitely showed that they were synonymous verbs. However, those synonymous verbs were not exactly substitutable in use. It meant that those verbs could be used in the similar and different contexts. Thus, the researcher was interested to study the occurrences frequencies and the collocations of the verbs refuse and reject. By looking at the collocations, it could be seen the context of the verbs occurrences.

There were two research problems addressed in this study. The first one was 1) What were the frequencies of the verbs refuse and reject in Corpus of Contemporary American English (COCA)? The second one was 2) What were the collocations of the verbs refuse and reject? Therefore, the objectives of this study were 1) to find out the frequencies of the verbs refuse and reject in Corpus of Contemporary American English (COCA) and 2) to find out the collocations of the verbs refuse and reject.

The study was quantitative research and qualitative research. It used corpus study. The data were from COCA 2011 – 2012. The study used the purposive sampling method. The researcher took samples which represented the definitions of the verbs refuse and reject. To solve the first research problem, the researcher employed the theories of corpus linguistics from some linguists who mastered in corpus linguistics to classify and analyze the data. To solve the second research problem, the researcher also used the theories from some linguists and researchers. The researcher also used some dictionaries to obtain some definitions of words.

The findings of this study showed that the frequency of the verb refuse was higher than the verb reject. The percentage of refuse’s frequency was 57.59%, while the percentage of reject’s frequency was 42.41%. The collocations of the verbs refuse and reject were various. The collocations of the verb refuse were nouns, pronouns, and to infinitive forms. The collocations of the verb reject were nouns and pronouns. The verbs refuse and reject shared three similar collocations. They were money, treatment, him, and her, which represented a lover or someone who loved.

This study could support English learning and teaching. English Language Education Study Program students who were teacher candidates would aware of the use of synonymous verbs refuse and reject. They should clarify that those verbs could not been interchanged to another word.

Keywords: frequency, corpus, token, collocation, refuse, reject


Penelitian ini dapat mendukung pembelajaran dan pengajaran bahasa Inggris. Mahasiswa-mahasiswi Pendidikan Bahasa Inggris sebagai calon guru akan sadar akan penggunaan sinonim kata kerja refuse dan reject. Mereka dapat menjelaskan bahwa kata yang bersinonim tidak dapat digunakan saling bergantian untuk sinonim lainnya.

Kata kunci: frequency, corpus, token, collocation, COCA, refuse, reject
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Diah Dwi Pratiwi
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
CHAPTER I
INTRODUCTION

This chapter is going to provide the basic information and the rationale of the study related to the subject matter. This chapter consists of six subchapters. They are research background, research problem, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

Sometimes it is uncomfortable not to accept someone’s request, offer, or invitation. It is because actually he/ she has a good intention and he/ she maybe is someone who has a higher authority than us to be not accepted. In daily conversations, it is found that people can say anything to show that they do not want to do or accept something. In English, there are synonymous verbs which show refusal. Based on Oxford Thesaurus of English, the verbs refuse, decline, reject, and spurn share the similar meanings. According to Dictionary of Synonyms and Anonyms, another synonym of those verbs is deny. Although those verbs have identical meanings, they are not used in the similar contexts or situations. Besides, based on Shea (n.d.), sometimes, the use of the synonyms deny, decline, refuse, and reject is confusing. He assumes that people can look at the opposite of each verb to distinguish the synonyms. Following, the verbs refuse and reject are the most similar among the other synonyms. Shea (n.d) adds that the opposite of both verbs is accept. He utters that people have different
understanding of use the verbs *refuse* and *reject*. People are confused to decide which verb should be used to communicate.

By looking at lexical semantics and etymology, the meanings of the verbs *refuse* and *reject* will be comprehended. Lexical semantics and etymology will show and explain the differences of both verbs. According to *Oxford Thesaurus of English*, *refuse* and *reject* give the basic meaning to say ‘no’ to something. *Refuse* is the most neutral word for simply saying ‘no’ to a request, suggestion, or offer (“Refuse”). *Reject* suggests that what is on offer is felt to be not good enough (“Reject”). Based on *Dictionary of Synonyms and Antonyms*, the synonyms of *reject* are *refuse*, *turn down*, *discard*, *exclude*, and *deny* (“Reject”). Besides, *Online Etymology Dictionary* shows that the verb *refuse* means *reject*, *disregard*, and *avoid* (“Refuse”). The verb *reject* means *to throw*, which indicates not to accept (“Reject”). Based on the lexical semantics and the etymologies, the verbs *refuse* and *reject* can be used in similar and different situations, contexts, and fields. According to Biber, *et al.* (2002), “synonymous words are typically used in very different ways” (p.43). As well, in the similar contexts, those two synonymous words, *refuse* and *reject*, have a meaning, which is not to accept something.

Semantics theory is employed to understand the differences of the use of the verbs *refuse* and *reject*. Semantics, that gives explanation about the meaning of language, will show the meaning of *reject* and *refuse* in some contexts in which they occur. According to Finegan (2004), semantics is studied by looking at the language structure meaning especially in words and sentences. From sentences
which the verbs *refuse* and *reject* are used, the meaning of the verbs can be studied. In sentences, the verbs will collocate with another word. Based on Nesselhauf (2005), collocates are the words that commonly co-occur with a target word. The words can be in the front or following the target word. Biber, *et al.* (2002) say that “there is strong tendency for each collocate of a word to be associated with a single sense of meaning” (pp.35-36). Palmer (2001) states that “collocation is a part of the meaning of a word” (p.76). He adds that the collocation can determine the meaning of the words. The context of situation contains the meaning, which also can be found in all other levels of analysis.

This study focuses on the verbs *refuse* and *reject* comprehensively. According to Kayaoğlu (2013), the verbs *refuse* and *reject* are listed as close synonyms besides *deny, decline, and rebuff*. Kayaoğlu (2013) uses the verbs *refuse* and *reject*, which are close synonymous verbs, in a vocabulary test. Moreover, Liu (2011) assumes that people are more aware of the importance of synonymous words, especially in writing. Liu (2011) adds that most synonyms are not exactly substituted to each other based on the collocations. He uses a test which questions the collocations of the synonymous verbs *refuse* and *reject* to determine learners’ proficiency level in using English. The test consists of 20 questions. The test result shows that lower and higher learners are still confused about the use of *refuse* and *reject*.

Besides, it is found that there are some errors in conveying utterances by English Language Education Study Program (ELESP) students. For instance, the student says *refuse ideas*. It is supposed to use the verb *reject* to substitute *refuse*
in that context. It is because basically, *reject* is used to say that someone does not support ideas (“Reject”). In addition, the verbs *refuse* and *reject* are recommended to be investigated using corpus by University of Essex (“Corpus”, 2005). It is interesting to study the verbs *refuse* and *reject* because both verbs are challenging for English learners, especially beginners; both verbs are used in English competence tests frequently; and both verbs are recommended to be investigated by linguists.

A corpus is used as the data to discover the use of the verbs *refuse* and *reject* in the real life. A corpus which is the collection of written and spoken language that is stored in computers, can be used to present all the contexts in which a word occurs (Biber, *et al.*, 2002). In the corpus, it will be seen the tokens of the verbs *refuse* and *reject*. From the tokens, the collocations of the verbs *refuse* and *reject* will be identified. The tokens show the context in which the verbs appear.

The source of the corpus needed will be obtained from *Corpus of Contemporary American English* (COCA). COCA consists of written and spoken language from 1990 to 2012 (Davies, 2009). It is chosen as the data because it contains American English. To comprehend the recent use of the verbs *refuse* and *reject*, the study will use tokens from 2011 to 2012 because the latest tokens in COCA come from those years. It can be seen the use of *refuse* and *reject* in some registers.

This study is useful for English learners and teachers. By studying the synonymous verbs *refuse* and *reject*, ELESP students of Sanata Dharma
University will have better understanding of those verbs. The findings from the tokens of the verbs *refuse* and *reject* can deepen the knowledge of lexical meaning. According to Liu (2011), higher and lower learners’ understanding of syntactic and lexical collocations of the verbs *refuse* and *reject* are the same. It means that learners in general do not have a good knowledge of the collocations of the verbs *refuse* and *reject* (Liu, 2011).

A corpus shows the collocations which are used to recognize the meaning of the verbs in certain contexts (Hunston, 2002). Thus, the students can put *refuse* and *reject* in the correct context when they use them in producing sentences. As teacher candidates, ELESP students must be aware and emphasize the collocation patterns of synonymous verbs *refuse* and *reject* (Liu, 2011). Teachers introduce a corpus to students as the examples of the use of the verbs *refuse* and *reject*. The understanding of synonyms omits incorrect ideas in teaching and learning English.

Moreover, the collocations can develop English fluency. ELESP students are demanded to be fluent in using English. Collocations help language learners to develop fluency (Shin & Nation, 2008). Pawley and Syder suggest that learners need a similar number for native-like fluency (as cited in Shin, 2006). Shin (2006) states that native-like collocations help learners to speak and write seem native-like. By learning collocations, ELESP students are able to remember the lexical patterns because of the frequent use by native speakers. It is effective to improve language fluency and native-like selection in using language (Shin & Nation, 2008).
Besides, ELESP students who are prepared to be teachers can operate corpus software which supports teaching and learning English. For instance, by this study, they will be interested to use COCA to see the examples of English use. The corpus-based evidence gives the instances of the use of English as the second language for learning and teaching (Biber, *et al.*, 2002).

**B. Research Problem**

This study has two research problems:

1. What are the frequencies of the verbs *refuse* and *reject* used in *Corpus of Contemporary America English* (COCA)?
2. What are the collocations of the verbs *refuse* and *reject*?

**C. Problem Limitation**

The limitation of this research is to discover the answers to the research problems. The first question is the frequencies of the verbs *refuse* and *reject* which are used in COCA. The second question is the collocations of the verbs *refuse* and *reject*. It must be highlighted that this study only examines the lemmas of the verbs. It means that the word-forms of *refuse* such as *refuses*, *refused*, and *refusing* and the word-forms of *reject* such as *rejects*, *rejected*, and *rejecting* are not taken as the investigation. Hunston (2002) writes that a lemma makes convenient to explore more the idea which has been taken. Thus, this study only investigates the use of the lemmas, *refuse* and *reject*. 
This study concerns the use of the verbs *refuse* and *reject* in the real life context. The data are taken from COCA 2011 to 2012 to apprehend the recent use of the verbs *refuse* and *reject*. They are chosen as the source of the data because the data given are empirical and well-organized (Biber, *et al.*, 2002). COCA will show the frequencies of the verbs *refuse* and *reject* from 2011 to 2012. It will be known which verb is used the most rather than another verb. COCA also presents the registers of the verbs.

The researcher will study the use of verbs *refuse* and *reject* from a corpus. Moreover, the researcher will examine the collocations of the verbs *refuse* and *reject*. From the collocations, it will be known that *refuse* and *reject* may be used in similar or different contexts, situations, and fields. O’Dell and McCarthy (2008) explain that collocation study is important in expressing meaning so the language users can understand clearly and use the words correctly.

**D. Research Objectives**

The objectives of this research are:

1. To find out the frequencies of the verbs *refuse* and *reject* used in *Corpus of Contemporary America English* (COCA).

2. To find out the collocations of the verbs *refuse* and *reject*. 
E. Research Benefits

This study has benefits for students and teachers especially they who learn about English. Furthermore, this study is beneficial for next researchers.

1. For Students

The benefit of this study for students is that the verbs *refuse* and *reject* can be used appropriately both in written language and spoken language. Students will be aware of the use of the synonyms. Thus, they can improve their English skills.

2. For English Teachers

This study will help English teachers to be aware to use the verbs *refuse* and *reject* especially when they are teaching. Teachers can show a corpus as an example to students. Thus, teachers can help students to understand the meanings of synonyms in English.

3. For Future Researchers

This study will be beneficial for future researchers who are interested in conducting study about similar or related topics. This study gives the information about corpus study. This study may inspire them who have not found a topic for writing. They can conduct a research about collocations by using corpus study in other issues.

F. Definition of Terms

There are some terms that are mentioned in this study. The researcher gives the definition of the terms to avoid misunderstanding of the topic discussed.
1. Collocation

Krishnamurthy (2006) defines “collocation as the fact that certain lexical items tend to co-occur more frequently in natural language use than syntax and semantics alone would dictate” (“Collocations”). According to Matthew (2007), “collocation is a relation within a syntactic unit between individual lexical elements” (p.81). In this study, collocation means a word that often be used together and co-occur with the certain word which seems correct and acceptable to people.

2. Corpus

Corpus (plural corpora or corpuses) is a large principled collection of natural texts (Schmitt, 2002). Similarly, according to Kennedy (1998), corpus is a body of written text or transcribed speech which can serve as a basis for linguistic analysis and description. In this study, corpus refers to a collection of natural text to be the empirical data for semantics analysis.

3. COCA

COCA stands for Corpus of Contemporary American English. Based on Davies (n.d.), COCA is the largest freely-available corpus of English. It is the only balanced corpus of American English. COCA contains corpora from 1990 – 2012. To know the recent use of the verbs refuse and reject, the corpora used in this study are taken from 2011 to 2012.

4. Token

According to McEnery and Hardie (2012), “a token is any instance of particular wordform in a text” (p.50). Similarly, based on Tang (n.d.), token is
“the individual forms (words) of a corpus.” In this study, token is any instance of the words refuse and reject in COCA.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two subchapters: theoretical description and theoretical framework. Theoretical description presents the theories related to this study matter. Theoretical framework discusses all of the major relevant theories to assist the researcher in answering the research problems.

A. Theoretical Description

Theoretical description gives a clear description of the theories related to the topic of this study. It presents theories about word classes, semantics, synonymy, corpus linguistics, the role of collocation, and previous corpus studies.

1. Word Classes

Word classes or parts of speech or lexical categories are a set of language categories for classifying words (Bloor & Bloor, 2004). There are eight word classes in English: verb, noun, adjective, adverb, determiner, preposition, and conjunction.

a. Verb

Verb is a word class which contains words referring to actions (Davies & Elder, 2006). According to Davies and Elder (2006), in English, verbs are used for tense marking. Consider these sentences: (1) John eats three apples; (2) Jean walked home. Those sentences have the endings, -s and -ed in the verbs eat and walk. The endings after the verbs are named inflections (Aarts, 1997). Inflections
express grammatical properties. The –s ending in eats indicates that the verb is in the present tense, so that it is called a present tense inflection (Aarts, 1997). Aarts (1997) adds that the –ed ending shows that walked is in the past tense, therefore it is called a past tense inflection.

According to Aarts (1997), there are two forms of verb: finite verb, a verb which takes tense; and nonfinite verb, a verb which does not take tense. The example of finite verb is in this sentence, He painted the wall. The finite verb of that sentence is painted. Next, the example of nonfinite verb presented in this sentence, She loves singing. The word singing is nonfinite verb of that sentence.

Verbs can be differentiated by how many nouns (arguments) they are connected with. Based on Davies and Elder (2006), there are three types of verb: intransitive, transitive and ditransitive. Intransitive is a verb which only takes one argument. Take for instance, in the sentence, Peter died. The verb died is intransitive because it takes only one argument, Peter. According to Carstairs-McCarthy (2002), intransitive verbs are verbs which lack such an object. Take for instance, in Tex studies, Tex is a subject and studies is a verb, which describes the action what the subject does. There is no more information about what the subject studies.

The second type of verb is transitive. Transitive is a verb which takes two arguments (Davies & Elder, 2006). For example in a sentence, The hunter kills a wolf. The verb kills has two arguments, which are the hunter and a wolf. Therefore, the verb kills is transitive. Carstairs-McCarthy (2002) adds that transitive verbs (or verbs which are used transitively) are ones with an ‘object’
noun phrase. The noun phrase indicates the thing or person that is the goal of the action of the verb. The third type, ditransitive means a verb which takes three arguments. In a sentence, *They give Joshua books*, the verb *give* is ditransitive because it has three arguments, which are *they, Joshua, and books*.

Bloor and Bloor (2004) say that a verb has many forms. For example, the verb *take* has forms: *takes, took, am taking, are taking, is taking, was taking, were taking, has taken, has been taken, have been taken, had been taken, will take, may take*, and so on. The word *take* is called *citation form* because the word *take* refers to all or any of the forms collectively in the list given (Bloor & Bloor, 2004). In dictionaries, we look for the word *take*, not *was taking or has taken*. It is because the word *take* is the citation form.

b. Noun

Aarts (1997) says that nouns are words that represent people, animals, things, or places. Nouns identify *Peter, bird, car, student, New York*, etc. The description given by nouns is called a *notional definition*, because it presents a characterization, in term of concept of meaning (Aarts, 1997).

1) Subdivision of Noun

Based on Bloor and Bloor (2004), there are three subdivisions of noun: pronoun, proper noun, and common noun. There are three subclasses of pronouns: personal pronouns, possessive pronouns, and the so-called wh-pronouns. Table 2.1 below classifies the personal pronouns (left) and possessive pronouns (right).
Table 2.1 Personal Pronouns and Possessive Pronouns

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Possessive</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Person</strong></td>
<td>I, me, mine</td>
<td>my</td>
<td>my</td>
</tr>
<tr>
<td><strong>Second Person</strong></td>
<td>you, yours,</td>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td><strong>Third Person</strong></td>
<td>he, him, his</td>
<td>his</td>
<td>his</td>
</tr>
<tr>
<td></td>
<td>she, her, hers</td>
<td>her</td>
<td>her</td>
</tr>
<tr>
<td></td>
<td>it, its</td>
<td>its</td>
<td>its</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td>we, us, ours</td>
<td>our</td>
<td>our</td>
</tr>
<tr>
<td><strong>First person</strong></td>
<td>you, yours</td>
<td>your</td>
<td>your</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>they, them, theirs</td>
<td>their</td>
<td>their</td>
</tr>
</tbody>
</table>

(Bloor & Bloor, 2004, p.21)

Table 2.1 above lists the personal pronouns and possessive pronouns. Besides, there are so-called wh-pronouns. They include who, whom, whose, which, what, and that (for example, the shoes that you are wearing). Bloor & Bloor (2004) add that proper nouns define as the names of persons (for example, Martin, Karen), places (Venice, Bali Island), transportations (Titanic, the Star Express), institutions and organizations (Honda, Unilever), book and film titles (Life of Pi), and similar categories. The proper nouns are written in capital letters.

The third one is common nouns. Based on Bloor & Bloor (2004), “nouns (others than pronouns) which do not fall into this class are labelled common nouns” (p.19). The examples of common noun are rice, donkey, rain, imagination.

2) Noun Phrase

According to Azar and Hagen (2009), a noun phrase can be used as a subject or an object. Biber, Johansson, Leech, Conrad, & Finegan (1999) state that “a noun phrase consists of a noun as a head, either alone or accompanied by
determiners (which specify the reference of the noun) and modifiers (which describe or classify the entity denoted by the head noun)” (p.122). The examples of noun phrase are a house, his bristly short hair, the little girl next door. Moreover, the head of a noun phrase can be followed by complements, which is that-clauses or infinitive clauses (Biber, et al., 1999). The meaning of the noun is completed by complements. Take for instance in this sentence, [The popular assumption that language simply serves to communicate "thoughts" or "ideas"] is too simplistic.

**c. Adjective**

Based on Bloor and Bloor (2004), the first function of adjective is to modify nouns, for example, a pretty boy. The other function of adjective is to be a head of a group that is the complement of a copular verb (be, seem, become), for example: the shop is big.

Aarts (1997) states there are some adjectives (adj) that can change (improve) nouns, for examples in: the red shoes, a patient girl. The adjectives give more description about the nouns.

Adjectives can be formed by adding suffixes –ful, -less, and –ive and prefix –un in some words (nouns, verbs) (Aarts, 1997). For instances: clue (noun) + –less → clueless (adj); thank (verb) + –ful → thankful (adj).

Aarts (1997) says that there are gradable adjectives which form adjectives by giving words very, extremely, less, etc., for examples: very expensive, extremely hot, less important. The adding of words very, extremely, less shows the degree to which the adjective put to the word it joins (Aarts, 1997).
Adjectives can be identified by the endings –(e)r and –(e)st, which show comparative and superlative forms, such as a smaller donkey, a smallest donkey (Bloor & Bloor, 2004). The endings –(e)r and –(e)st are used for words which contain one or two syllables (slower, prettiest). There are some items which also can modify adjectives: very, fairly, quite, rather, somewhat. For the three syllables word, for example beautiful, can be modified to be more beautiful.

d. Adverb

Many adverbs are identified from the form which has been related to another form. According to Bloor and Bloor (2004), numerous adverbs are formed from adjectives by adding the morphological feature –ly, for examples, bravely (the adjective brave + –ly) and suddenly (the adjective sudden + –ly). Aarts (1997) adds that there are other morphological features of adverb endings: -ward (afterward,), -wise (clockwise), -ways (sideways). Besides, there are many common words which are adverbs, such as soon, away, tomorrow, next.

Based on Aarts (1997), there are seven adverb subclasses. The first one is adverb of manner which indicates how (e.g. quickly, beautifully, slowly). The second subclass is adverb of time. It indicates when (e.g. now, tomorrow, then). The third one is adverb of place which indicates where (e.g. here, there). The forth subclass is adverb of frequency (e.g. seldom, often, always). The fifth one is adverb of directional (e.g. upwards, sideways, forwards). The sixth subclass is adverb of degree (e.g. extremely, more). The last subclass is adverb of sentence (e.g. however, perhaps).
“Adverbs modify verbs, adjectives, or other adverbs” (Aarts, 1997, p.42). The examples of adverbs modify verbs: *The teacher speaks loudly* (The teacher is a *loud* speaker); *She comes often*; *Mr. Smith goes here*.

e. **Preposition**

Prepositions precede a noun phrase (Finegan, 2004), as in *at the ballroom, on Friday, under the sky*. Finegan (2004) adds that prepositions show a semantic relationship between other units.

f. **Determiner**

Determiners specify more exactly the meaning of the nouns they precede (Aarts, 1997). According to Finegan (2004), determiners have some subclasses. The first subclass is definite and indefinite articles (*the, a, an*). The second one is demonstrative (e.g. *this, those*), the third subclass is possessive (e.g. *my, your, his*). The forth one is interrogative (e.g. *which, what, whose*). The examples of the use of determiners: *the doll, an apple, those knives*. Determiners precede noun phrase such as *my long hair, which big box, these red apples*.

g. **Conjunction**

Aarts (1997) says that conjunctions have a linking function. Conjunctions connect words in a sentence and/ or sentences. There are two types of conjunctions. The first one is linking or coordinating conjunctions or co-ordinators, such as *and, but, or, for, so, then* (Bloor & Bloor, 2004). Co-ordinators join expressions which have the same category, for example, *look and feel, bread or cake*. The second conjunction is binding or subordinating conjunctions or
subordinators, such as *that, whenever, while, because*. Subordinators link clauses to another, as in *She said that she would come, He felt regretful while he met her.*

In this study, the verbs *refuse* and *reject* are taken to be examined. Having knowledge about the word classes helps the researcher to understand the meaning of the verbs when they collocate to other word classes.

2. **Meaning Aspects**

Semantics is the study of languages structure meaning in words and sentences (Finegan, 2004). Based on Leech (1981), there are seven types of meaning. The first type is conceptual/ denotative/ cognitive meaning. Leech (1981) says that the meaning is the main factor in linguistic communication. It can be seen to be integral to the essential functioning of language, in a way that other types of meaning are not. Lyons (1996) adds that denotative meaning/ referential is what the meaning refers to (or denotes), or stands for. The examples of it are *cat* means either the general class of cats or the basic property which they all share. Referential meaning is stated as one of linguistic meanings besides social meaning and affective meaning (Finegan, 2004). Finegan (2004) says that “referential meaning of *Scott’s dog* refers to particular domesticated canine belonging to Scott” (p.182). Finegan (2004) adds that “the particular animal can be said to be the referential meaning of the linguistic expression Scott’s dog” (p.182).

The second type is connotative meaning. It is the communicative value that an expression has by virtue of what it *refers to*, over and above its purely conceptual content (Leech, 1981). The notion ‘reference’ overlaps with
conceptual meaning. The third one is social meaning. It deals with the situation in which an utterance occurs (Leech, 1981). Social meaning is that the language expresses about social circumstances of its use. The forth type is affective meaning. Based on Leech (1981), that meaning is often explicitly conveyed through the conceptual or connotative content of the words used. The fifth type is reflected meaning. It is the meaning which arises in cases of multiple conceptual meaning, when one sense of a word forms part of our response to another sense (Leech, 1981). The sixth one is colloquial meaning. Leech (1981) says that it consists of the associations a word acquires on account of the meanings of words which tend to occur in its environment. The seventh type is thematic meaning is a communication when the speaker or writer organizes the message, in terms of ordering, focus, and emphasis (Leech, 1981).

In this study, the researcher is going to use the theory of denotative meaning and colloquial meaning to answer the research questions. O’Grady, Archibald, Aronoff, & Rees-Miller (2010) state that semantics approach attempts to equate the meaning of a word or a phrase with the entities to which it refers – its denotation or referents. Denotative meaning or referents explains the meanings and the definitions of the verbs refuse and reject. Moreover, colloquial meaning helps in the analysis of the verbs when they collocate with other words.

a. The Etymologies of Refuse and Reject

Online Etymology Dictionary shares the definitions of the verbs refuse and reject. Both verbs come from 1200 – 1500 AD. Based on Old French, the word refuse is from the word refuser which means reject, disregard, avoid. The verb
refuse also comes from Vulgar Latin, refusare which is formed from the past participle stem of Latin, refundere. Refundere itself means pour back, give back. According to Old French, reject is from the word rejecter. In Latin, reject comes from the word reiectus that means ‘throw away, cast away, vomit’. From the origin words, refuse and reject indicate similar meanings, not to accept something.

b. The Definitions of Refuse and Reject

In this study, the definitions of the verbs refuse and reject are given by two dictionaries. The first dictionary is Merriam-Webster Dictionary Online Version and the second one is Macquarie Dictionary also online version. Each dictionary shares some definitions of each verb.

Based on Merriam-Webster Dictionary Online Version, the word refuse has two functions, as a noun (which is pronounced /ˈref.juːs/) and a verb (which is pronounced /rɪˈfjuːz/). The verb refuse has two categories of definition. It is as a transitive verb and an intransitive verb. The transitive verb of refuse carries four meanings. The first one is “to express oneself as unwilling accept, e.g. refuse a gift. refuse a promotion” (“Refuse”). The second definition is “to show or express unwillingness to do or comply with or deny, for example refused to answer the question, they refused admittance to the game” (“Refuse”). The third definition is “give up, renounce (obsolete), as in deny thy father and refuse thy name – Shakespeare” (“Refuse”). The fourth definition is “to decline to jump or leap over (of a horse)” (“Refuse”). The intransitive verb refuse means “to withhold acceptance, compliance, or permission” (“Refuse”).
Based on *Merriam-Webster Dictionary Online Version*, the word *reject* has two functions, as a noun (which is pronounced /ˈriːdʒekt/) and a verb (which is pronounced /riˈdʒekt/). The dictionary gives seven definitions of the transitive verb *reject*. The first definition is “to refuse to accept, consider, submit, take for some purpose, or use, for example *rejected the suggestion, reject a manuscript*” (“Reject”). The second definition is “to refuse to hear, receive, or admit (rebuff, repel) as in *parents who reject their children*” (“Reject”). The third definition is “to refuse as lover or spouse” (“Reject”). The forth definition is “to cast off (obsolete)” (“Reject”). The fifth definition is “throw back, repulse” (“Reject”). Next, the sixth definition of *reject* is “to spew out (“Reject”).” The seventh definition is “to subject to immunological rejection” (“Reject”).

Besides, there is another dictionary used to obtain the definitions of the verbs *refuse* and *reject*. According to *Macquarie Dictionary*, the verbs *refuse* and *reject* share seven definitions of each verb. Table 2.2 shows the definitions of the verbs *refuse* and *reject*.

<table>
<thead>
<tr>
<th>No.</th>
<th>Refuse</th>
<th>Reject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>to decline to accept (something offered)</td>
<td>to refuse to have, take, recognise, etc.</td>
</tr>
<tr>
<td>2</td>
<td>to decline to give; deny a request, demand, etc.</td>
<td>to refuse to grant (a demand, etc.)</td>
</tr>
<tr>
<td>3</td>
<td>to express a determination not (to do something)</td>
<td>to refuse to accept (a person); rebuff</td>
</tr>
<tr>
<td>4</td>
<td>to decline to submit to</td>
<td>to throw away, discard, or refuse as useless or unsatisfactory</td>
</tr>
<tr>
<td>5</td>
<td>(of a horse) to decline to leap over (a fence, water, etc.)</td>
<td>to cast out or eject; vomit</td>
</tr>
<tr>
<td>6</td>
<td>obsolete to renounce</td>
<td>to cast out or off</td>
</tr>
<tr>
<td>7</td>
<td>to decline acceptance, consent, or compliance</td>
<td>(of an organism) to not accept (a graft or transplant)</td>
</tr>
</tbody>
</table>
Macquire Dictionary is considered as the standard reference of Australian English (Macquire Dictionary, n.d.). It is first published in 1981 and has been online since 2003. The Macquarie Dictionary and Thesaurus Online gives annual updates of new words and references of thesauruses. It means that the dictionary is more excellent in giving definitions and references since it is always updated. This study employs the last edition of Macquire Dictionary, the Sixth Edition which published in October 2013. The features of the dictionary are gained to find the most update definitions of the verbs.

3. Synonymy

“Synonymy is the lexical relation of sameness of meanings either among lexical items or among sentences or proportions, although the latter is also called paraphrase” (“Synonymy”). Based on Lyons (1996), “synonymous are expressions with the same meaning” (p.60). Synonyms are words which have the same meanings, but actually synonyms are not identical in meaning. Logical synonymy can be substituted in some contexts without changing the truth conditions of its proportion (“Synonymy”). It is also called sense synonymous or just synonyms.

According to Finegan (2004), “two words are said to be synonymous if they mean the same thing” (p.192). Finegan (2004) gives examples of synonyms, the terms are movie, film, flick, and motion picture. People can use the terms movie, film, and flick to define the term motion picture. The terms film, flick, and motion picture also can describe the term movie. Finegan (2004) states that we can
say the term A is synonymous with the term B if every referent of the term A is a referent of the term B and vice versa. The terms are synonymous if we state that we are taking only linguistic meaning (Finegan, 2004).

a. **Degrees of Synonymy**

According to Cruse (2000), there are three degrees of synonymy: absolute synonymy, propositional synonymy, and near-synonymy. Absolute synonymy refers to a complete identity of meaning (Cruse, 2000). Two words are said absolute synonymy if they contain these three conditions: all their meanings are identical; they are synonymous in all contexts; they are semantically equivalent on all meanings, descriptive and non-descriptive (Lyon, 1996). Absolute synonymy is also called *full synonymy*. Full synonymy is logical synonyms in all senses (“Synonymy”). This type of synonyms is rare, usually it is found in words with a rather narrow range of senses. Cruse (2000) adds that “absolute synonyms can be defined as items which are equinormal in all contexts” (p.157). The examples of it are the species names, *gorse* and *furze*. Those words refer to a plant which grows yellow flowers.

Secondly, there is propositional synonymy. It is defined as “if two lexical items are propositional synonyms, they can be substituted in any expression with truth-conditional properties without effect on those properties” (Cruse, 2000, p.158). The examples of propositional synonymy are the words *fiddle* and *violin*.

Besides, there is *near-synonymy or partial synonymy or plesionymy*. Lyons (1996) says that “expressions that are more or less similar, but not identical in meaning is called near-synonymy” (p.60). Near synonyms can be substitutable in
specific contexts, not in all contexts ("Synonymy"). The examples of near-synonymy are the nouns *mist* and *fog*.

b. **Thesaurus**

To find synonyms of a word, people can look at thesauruses. “Thesaurus carry out three meanings which are (1) ‘special word list’ or ‘lexicon’, (2) ‘semantic dictionary’ or ‘nomenclator’, and (3) ‘terminological database’ or ‘index’” (“Thesauruses”). Having looked at the definitions, it means that thesauruses help to explain and express ideas of words which have several definitions. *Oxford Thesaurus of English* writes that the verb *refuse* has multiple synonyms which are *decline, turn down, say no to, reject, spurn, scorn*, and etc. (“Refuse”). As it has been mentioned, *reject* is one of the synonyms of *refuse*.

People can choose any form of words to express certain meanings. There must be a reason why they prefer use the certain word over the others. “People assume that the word they have chosen is more appropriate to the context than other ones that they do not choose” (“Synonymy”). Since the verbs *refuse* and *reject* have similar meanings, people may substitute the use of those verbs. After studying the verbs *refuse* and *reject*, the researcher will know how far those two verbs synonymous.

4. **Corpus Linguistics**

A corpus consists of collections of texts specifically for linguistic analysis stored structurally (Kennedy, 1998). A corpus can be used to discover problems or questions about all the aspects of linguistics. Schmitt (2002) says that corpora are
collected from natural occurring sources rather than from surveys and questionnaires. According to McEnery and Wilson (2001), a corpus offers more up-to-date info about language. Corpora give more complete and exact definitions because there are many examples from daily life use. There are written and spoken corpora as sources for studies. Spoken corpora are composed by recording first and then transcribing speech. Based on Hunston (2002), “linguists have always used the word corpus to describe a collection of naturally occurring example of language, consisting of anything from a few sentences to a set of written texts or tape recordings, which have been collected for linguistics study” (p.2). In the recent time, the collections of those texts are stored in computers and accessed electronically.

Biber, et al. (2002) state that there are four characteristics of a corpus-based study of language: (1) it is empirical, analyzing the real patterns of language use in natural texts; (2) it employs a great number and principled collection of natural texts, or ‘corpus’, as the basic data for analysis; (3) it makes wide use of computers for analysis, using automatic and interactive techniques; (4) it can be quantitative and qualitative analytical techniques. A corpus which is acquired by computers really helps researchers to explore the use of language in real life and eases to sort and analyze words.

Nowadays, a corpus-based study facilitates linguistics researchers to explore language use in actual life. Based on Schmitt (2002), a corpus has a main contribution to investigate patterns of the use of language, so it is empirical and reliable. By using a corpus-based study, researchers can find how language varies
in different situations, for example in formal and informal conversations, or in spoken and written language. Besides, researchers take a corpus as an important data for describing language use that shows how lexis, grammar, and semantics interact accurately (Davies & Elder, 2006). In addition, researchers are able to find out how knowledge of language actually works in a certain real-life context. Hunston (2002) states that a corpus can show frequencies, phraseologies, and collocations. It means that a corpus-based study allows researchers to see what collocation patterns co-occur. Additionally, a corpus which shows collocations of words can indicate the relevant senses of words from word lists.

Moreover, a corpus-based study has several benefits to comprehend more about language. The evidences from corpora help researchers and learners to develop dictionaries, handbooks, and teaching materials (Biber, et al., 2002). Corpora show the accuracy of the use of language for language learners of all levels.

Corpus linguistics as the base theory is used to conduct this study. From a corpus, the researcher will see the occurrences of the verbs refuse and reject. Furthermore, the corpus shows the collocations of each verb, which will be examined in this study.

a. **The Main Data Source: Corpus of Contemporary American English (COCA)**

Corpora which are stored in computers help researchers to sort data easier. Schmitt (2002) says that the feature of modern-day corpora is created accessible to researcher, for free of charge. The computer technology stores a large number
of corpora from variety of sources (Biber, et al., 2002). Hunston (2002) adds that computers maintain and process large amounts of information, the electronic corpora which are used to study aspects of language. Biber, et al. (2002) state that corpora are written in complete texts, so they will be not limited to sentence-length excerpts to be analyzed.

There are corpora that are available online on corpus.byu.edu. That website, which consists of billions words, is created by Mark Davies, a Professor of Linguistics at Brigham Young University, USA. It consists of corpora from three languages, English, Spanish, and Portuguese. There are seven English corpora: *Global Web-Based English* (GloWbE), *Corpus of Contemporary American English* (COCA), *Corpus of Historical American English* (COHA), *TIME Magazine Corpus*, *Corpus of American Soap Operas*, *British National Corpus* (BYU-BNC), and *Strathy Corpus* (Canada). The corpora are built to find out how native speakers actually speak and write, look at language variation and change, design authentic language teaching materials and resources, and find the frequency of words, phrases, and collocates (Davies, n.d.). Davies (n.d.) says that there are more than 100,000 people each month who use this site for teaching, learning, and personal interest. The website also provides the publication of corpus study by researchers all around the world.

In early 2008, COCA was released online (Davies, 2009). COCA is the first large and diverse corpus of American English. It has 450 million words from 1990 to 2012, balanced between spoken (20%), fictions (20%), popular magazines (20%), newspapers (20%), and academic journals (20%). Davies (2009) adds that
the composition of the texts can compare data diachronically across the corpus. The changes in the language will be shown by looking at the equivalent of text compositions which consist of spoken and written from year to year. The spoken texts are almost entirely the transcription of unscripted conversation from television and radio programs (Davies, 2009). The spoken corpora are accurate although they are completely spontaneous.

b. Frequency

Hunston (2002) defines a frequency list as “a list of all the types in a corpus together with the number of occurrences of each type” (p.67). The list has some kinds of section which present frequency order, alphabetical order, and the first occurrence of the type in the corpus. By investigating the frequency of words, it will be known the most common and uncommon words in English (Biber, et al., 2002). In the online corpus, including COCA, it gives an automatic list of words. COCA shows the number of occurrences frequency of certain words. Hunston (2002) says that “the words in a corpus can be arranged in order of their frequency in that corpus” (p.3). Biber, et al. (2002) explain that the frequency lists of all of the words in a corpus can be produced by COCA. They add that each form of a word will appear in the list, for example the words deal, deals, dealing, and dealt. Researchers may discuss the frequency of all the words or just one word. “The term ‘lemma’ is used to mean the base form of a word, disregarding grammatical changes such as tense and plurality” (Biber, et al., 2002, p.29).

The frequency of each word is compared to another word through some sections or registers. COCA has the sections to limit the frequency findings such
as spoken, fiction, magazine, newspapers, academic, and based on the year 1990 to 2012. Hunston (2002) says that the list of frequency of the words is useful for identifying possible differences between corpora. Biber, et al. (2002) also verify that “one use of frequency lists is to compare the frequency of a target word to other words” (p.29). To determine the occurrences of a word which contains two lexical categories, such as deal, the researchers must look at the forms in the context, determine the grammatical category, and keep count (Biber, et al., 2002). It facilitates to study the corpora of each word in details.

5. The Role of Collocation

Collocation required a quantitative basis, giving actual numbers of co-occurrences in some texts (“Collocations”). Stubbs (2003) suggests that all lexical items have collocations. Leech, Cruickshank, and Ivanic (2001) state that “collocations are not part of grammar, but they make use of grammar, and part of what it means to use English naturally” (p.104).

a. Types of Collocation

Based on Hunston (2002), “collocation is tendency of words to be biased in the way they co-occur” (p.68). Hunston (2002) gives the example of collocation: children toys. The word toys collocates with the word children because those two words are frequently co-occur comparing to the other words, such as women or men. The collocation is said to be motivated since there is a rational explanation that the word toys belong to children rather than to women or men. Another example of collocation is high mountain. The word high collocates with the word
mountain, not to the words man or tree, if it is compared. The word high commonly co-occurs with the word mountain. Lyons (1996) says about the collocational range, which means the set of contexts in which it can occur. The collocational range of an expression is completely determined by its meaning. Thus, synonyms must be essential having the same collocational range. Take for instance, the adjectives large and big. There are some contexts that large cannot be substituted for big. It can be considered from these sentences: (1) He is making a big mistake; (2) He is making a large mistake.

Besides, there is unmotivated collocation. Unmotivated collocation has no logical explanation for clarifying the form of collocation (Hunston, 2002). The examples of unmotivated collocation are strong tea and powerful car. Biber, et al. (2002) add that “in some cases, the observed patterns seem completely obvious once we see them, while in other cases they can be quite unexpected” (p.25).

Nesselhauf (2005) defines collocation as “the co-occurrence of words at a certain distance” (p.11). The frequent (or more frequent than could be expected if words combined randomly in a language) co-occurrences make the distance on the collocations (Nesselhauf, 2005). Sinclair describes collocation as “the occurrence of two or more words within a short space of each other in the text” (as cited in Nesselhauf, 2005, p.12). He adds that the ‘short space’ refers to a distance of around four words to the left and right of the target word explored. The target word is called node by Sinclair (as cited in Nesselhauf, 2005, p.12). The example for the node refuse is in this sentence, Your mother says that you refuse all their invitations. The words your, mother, says, that, you, all, their, invitations are
counted to form collocations with the node *refuse*. Those words are called *collocates*.

As cited in Nesselhauf (2005), Sinclair terms *collocation* as *significant collocation*. It senses as “co-occurrence of words such that they co-occur more often than their representative frequencies and the length of text in which they appear would predict” (p.12). Take a look at the phrase *the wedding*, the words *the* and *wedding* would not be a significant collocation. The word *the* often occurs in every kind of text. The words *dog* and *barked* are more considered as a significant collocation. The word *barked* is likely to be found near the word *dog*. Phocharoensil (2010) gives an example that the noun *pride* has a strong tendency to co-occur with the adjective *immense*, as in *immense pride*, rather than the adjective *colossal*, as in *colossal immense*. The adjectives *immense* and *colossal* are considered having a close meaning. In that context, *immense* is selected because *immense pride* sounds common for English native speakers rather than *colossal pride*.

b. **The Benefits of Learning Collocations**

There are two main benefits of learning collocations especially for language teachers and learners. Shin and Nation (2008) state that collocations facilitate learner’s language use to develop fluency and native-like selection. According to Kaci and Zimmermann (n.d.), native-like selection is “the ability of native speakers routinely to convey their meaning by an expression that is not only grammatical but also native-like” (p.1). Pawley and Syder suggest that L2 learners need a similar number for native-like fluency (as cited in Shin & Nation, 2008).
Native-like fluency is “a speaker’s ability to produce fluent stretches of spontaneous connected discourse” (Kaci & Zimmermann, n.d., p.1). Pawley and Syder argue that “there are hundreds of thousands of ‘lexicalized sentence stems’ that adult native speakers have at their disposal” (as cited in Shin & Nation, 2008, p.340). Thus, “the chunked expressions help language learners to reduce cognitive effort, to save time, and to have language available for immediate use” (Shin & Nation, 2008, p.340).

Shin and Nation (2008) assume that learning collocations is very effective to develop learners’ language fluency and native-like selection of language use. Collocations will ease the language learners to remember lexical patterns since frequent collocations have bigger chances of being used, especially by native speakers. Shin and Nation (2008) also assume that “the most frequent collocations will usually be the most useful” (p.340).

In this study, the collocations of the verbs *refuse* and *reject* will be investigated. Those verbs which are synonymous may have different collocational range. By exploring the collocations of *refuse* and *reject*, it will be known the similar collocations which can determine the contexts of those synonyms.

6. Previous Corpus Studies

There are some corpus studies which help the researcher to understand and explore the study deeper. One of the studies has been conducted by Liu (2011). In his study, Liu (2011) uses COCA and BNC to investigate the collocations of *refuse* and *reject*. Liu (2001) gives a test to Taiwanese learners which questions
the collocations of the verbs *refuse* and *reject*. The result of the test shows that lower and higher learners are still confused about the use of the verbs *refuse* and *reject*. In conclusion, the understanding of syntactic and lexical collocations of the verbs *refuse* and *reject* of learners in general is the same.

The second study is conducted by Kayaoğlu (2013). Kayaoğlu (2013) uses COCA to conduct his study. He examines the feasibility of using a corpus to help students differentiate between close synonyms which have similar meanings but cannot be substituted one for another (Kayaoğlu, 2013). He employs t-test analysis to find the results of the study. He lists *reject* as the close synonym of *refuse* besides *deny*, *decline*, and *rebuff*. Kayaoğlu (2013) gives a vocabularies test about close synonyms for English learners. His study shows that the use of a corpus for deciding on close synonyms proved to be very effective. It is because there is a statistically significant different result between the pre-test and the post-test.

In the researcher’s batch, there are four other researchers who conduct corpus study. The first researcher is Samodra (2014). She examines the modal *shall* in two registers. The second researcher is Krismaheryanti (2014). She studies collocation patterns of the words *pupil* and *student* which convey their meanings. The third researcher is Duanaya (2014, in process), who investigates the syntactic patterns of the synonymous conjunctions, *since* and *because*. The last researcher is Riski (2014, in process), who studies the collocations of the verbs *suggest* and *advice*. Having same basic idea, the researcher shares the references and knowledge through doing the study.
B. Theoretical Framework

In order to conduct the study, the researcher should look for some theories which settle appropriately with the topic of the study. The theoretical framework summarizes and synthesizes the relevant theories explained above. In this section, the researcher relates the study matter to the theories.

In order to answer the research problems, the researcher implements the theories which are appropriate with the topic of this study. The theory of frequency is employed to answer the first research question. The frequencies of refuse and reject will be analyzed to know the use of them. COCA, as the source of the data, shares the frequencies of the occurrences of the synonymous words. The clear numbers of occurrences given by COCA will facilitate to understand more about the use of the verbs. COCA as a subsequent source has enabled the automatic measurement of statistically significant co-occurrences (“Collocations”). Knowing the frequency of the occurrence of the synonymous words, inform which verb is common used in the daily life context.

The second research question deals with the collocations of the verbs refuse and reject. The researcher takes theory of word classes which contains verb as the aspect deliberated. The words refuse and reject themselves have some senses according to word classes. They can be a noun and a verb. In this study, refuse and reject refer to the word class verb, which indicates actions or something to do by subjects. Each verb has certain meanings which describe the use of it in the language.
According to theory of meanings, *refuse* and *reject* can be examined using collocative meaning and denotative meaning. Collocative meaning underlies the analysis of the verbs *refuse* and *reject*. To obtain rich interpretation of the use of the verbs *refuse* and *reject*, it is given the definitions of each verb. They will support the discussion in this study. The dictionaries mention that *refuse* and *reject* are counted as synonyms that share similar ideas of the senses. Denotative meaning is used to distinguish the definition of the synonymous words. O’Grady, *et al.* (2010) say that denotative meaning is one of the parts of semantics study which endeavors to equate the meaning of a word or a phrase with the units to which it refers. However, the similar words are not able to substitute one to another. Thus, this study takes theory of synonyms which gives a clear description of the synonym degree of *refuse* and *reject*.

The analysis of the verbs is employed by corpus linguistics approach, especially semantics, which refers to “an approach to studying language in which observational data from large text collections are used as the main evidence for the uses and the meaning of words and phrases” (Stubbs, 2001, p.23). Therefore, this study needs a corpus which provides the data of the verbs *refuse* and *reject*. The tokens of the verbs *refuse* and *reject* are obtained from COCA that offers some options to the study matter. The tokens will show the occurrences of the combination of words (McEnery & Wilson, 2001). Combination of words signifies the collocation of the synonymous verbs. To investigate the senses of words, it can be looked at their collocates (collocation) (Biber, *et al.*, 2002). They add that “there is a strong tendency for each collocate of a word to be associated
with a single sense or meaning (although more than one collocate can be associated with that same sense)” (p.35). Moreover, by looking at the common collocations of each verb, it can be an effective and efficient way to analyze the senses of the verbs *refuse* and *reject*. Thus, it will be known whether the verbs have similar contexts in meanings based on the similar collocations.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the methodology which is used in this study. This chapter consists of research method, research setting, data source, instrument and data gathering technique, data analysis technique, and research procedure.

A. Research Method

The research methods of this study were quantitative research and qualitative research. Quantitative research would be employed to answer the first research problem. According to Biber, et al. (2002), quantitative research was important to compare synonymous words. This study would know the frequencies of synonymous verbs refuse and reject in a corpus. Thus, this study employed descriptive statistics to analyze the data. Xiao (n.d.) said that “frequencies are a type of descriptive statistics” (p.8). He added that “descriptive statistics were used to describe a dataset” (p.8). Based on Tebbs (2006), “statistics is the development and application of methods to the collection, analysis, and interpretation of observed information (data) from planned investigation” (p.1).

Besides, another research method of this study was qualitative research. Ary, Jacobs, and Sorensen (2010) stated that by using qualitative research, the researcher looks for the understanding of a phenomenon by emphasizing on the entire picture. It did not need to break the entire idea into some variables. According to Lichtman (2013), in qualitative research, the researcher played an
important role. The researcher collected and gathered the data and the information through his or her eyes and ears. The goal of qualitative research was a full and depth understanding of a picture (Ary, et al., 2010).

Hunston (2002) said that corpus software would show the number of frequency without doing calculation. The purpose of qualitative research was to “understand and interpret social interactions” (Lichtman, 2013, p.15). Furthermore, the qualitative research would assist the researcher to dig the collocations of the verbs refuse and reject deeper which could occur in the similar contexts. The explanation of the verbs discussed was qualitative.

This study used corpus study since this study would find out the frequencies and the collocations of the verbs refuse and reject from a corpus. Corpus study would facilitate the questions about the frequencies of the occurrences of the words (Hunston, 2002). Stubbs (2001) stated that corpus study assisted in studying language in which observational data from a corpus were used as the main evidence for the uses and the meaning of words and phrases. A corpus would show the occurrences of the verbs refuse and reject. Next, corpus study helped to explore the collocations of the synonymous verbs refuse and reject. According to Schmitt (2002), corpus study contributed to investigate patterns of the use of language. The researcher considered that corpus study could be the best method to answer the research problems of this study.
B. Research Setting

The study was conducted in Yogyakarta from February 2014 until July 2014. This study needed the tokens of the verbs *refuse* and *reject* from COCA as the data. The corpus is obtained from a website, *corpus.byu.edu/coca/*. Because the corpus stored in a computer, it meant that the researcher could conduct the study virtually. She needed a good internet network to look for the data on COCA. Thus, the researcher could conduct the study in any given time and place.

C. Data Source

The data source of this study were the tokens of the verbs *refuse* and *reject* from COCA. COCA had 450 million words from time period 1990 until 2012. “It is the only large and balanced corpus of American English” (Davies, n.d.). He added that COCA was very suitable for looking at current and ongoing changes in the language. To conduct this study, the tokens were taken only from 2011 to 2012 to see the current use of the verbs *refuse* and *reject*. There were some box options in COCA which eased the search of target words and in which the category of the words occurred. Figure 3.1 below was the appearance of COCA.
From Figure 3.1, there was a vertical line which separated the parts in the left side and the right side. The left side offered some options to find words in categories. The right side gave the result of the findings.

In addition, COCA presented the number of the frequency of the word occurrences. It also showed the list of the tokens in which the target words occurred. The researcher copied all the tokens of the words *refuse* and *reject* since the tokens could not be downloaded.

The data given from COCA showed the collocations of the verbs. To analyze the collocations deeper, the researcher chose 100 tokens for each verb. Those 100 tokens would represent the context in which the verb occurred. Therefore, to conduct this study, the role of COCA was really helpful since it was easy to use and access. Besides, according to Biber, *et al.* (2002), COCA gave the data which was reliable because of the excellent store in computers.
D. Instruments and Data Gathering Technique

The instruments of this study were the researcher and tokens of the verbs *refuse* and *reject*. The researcher was the instrument of this study because the researcher who was going to conduct the study. Ary, *et al.* (2010) stated that a human could be an instrument for a study. They added that “in qualitative studies, the human investigator is the primary instrument for gathering and analyzing of data” (p.424). In addition, Lichtman (2013) said that the researcher became the primary instrument because he or she who collected and gathered the information and the data. In this study, the data gathering was conducted by the researcher. Later, she would analyze the data for this study.

The second instrument for conducting this study was the tokens of the verbs *refuse* and *reject* from COCA. The researcher would see the occurrences of the verbs *refuse* and *reject* in different registers, which could indicate the meaning and the context they were used. The verbs *refuse* and *reject* could have different collocations which distinguished the contexts from each other. The researcher would take note and highlight the information from the token related to the collocations. For instance, the tokens below showed the collocations of the target word which would be analyzed.

(1) *when a state recognizes marriages, the federal government will discriminate and - and refuse benefits to some of the married people that the state recognizes and not others.* (COCA: ABC This Week)

(2) *understand the motivation to take up arms or call for military intervention, we specifically reject this position as we find it unacceptable politically, nationally, and ethically. Militarizing* (COCA: Middle East Q)
E. Data Analysis Technique

In qualitative research, the first stage in analyzing data was organizing to ease the data retrieved (Ary, et al., 2010). The data had to be put into a form ready for analyzing. In organizing, the data was classified. The researcher put the data into the table of classification. In this study, the researcher classified the data into two. The first data consisted of the tokens of the verb *refuse* and the second one consisted of the tokens of the verb *reject*. After doing it, the data on the tables were interpreted. Ary, et al. (2010) defined interpretation as producing the meaning and providing explanation. Ary, et al. (2010) added that “the quality of the interpretation depends on the background, perspective, knowledge, and theoretical orientation of the researcher and the intellectual skill he or she brings to the task” (p.490). The researcher verified what he or she knew was supported by the data.

In this study, the tokens of the verbs *refuse* and *reject* will be interpreted. Here, it would be known more about the meanings of each verb in the tokens. The researcher would investigate every token to comprehend the meaning in which the verbs occurred, since there were some definitions of each verb. After that, the researcher picked 100 tokens for each verb to give the examples and analyze them deeper. Based on Ary, et al. (2010), “there is no general rule to include in a qualitative study” (p.429). Those 100 tokens each verb were enough to know the use of the synonymous verbs in the daily life context. Sampling, which was selecting participants, was important in a qualitative study (Ary, et al., 2010). The participants in this study also referred to the tokens of the verbs *refuse* and *reject*.
The researcher selected *purposive samples*, which was sufficient to provide minimum insight and understanding of what the researcher was studying (Ary, *et al.*, 2010). Ary, *et al.* (2010) said that purposive samples had to be relevant to the topic of the study. To do the sampling, the researcher used her experience and knowledge, specially which was related to this study. Thus, the tokens used had to represent all meanings of the verbs *refuse* and *reject*. Moreover, the collocations of the verbs would present the meanings and contexts they took place. The analysis would be conducted based on the definitions on the dictionaries and the related references mentioned in Chapter II.

**F. Research Procedure**

There were six steps to conduct this study. Ary, *et al.* (2010) gave the steps to conduct qualitative study. The first step was specifying the phenomenon to be investigated. In this study, the researcher wanted to investigate the synonymous verbs, *refuse* and *reject* by corpus study. The researcher was going to find out the frequencies of the verbs *refuse* and *reject* and the collocations of the verbs. The collocations would show the meanings of those verbs which might have similar or different contexts in use.

By the guidance from Ary, *et al.* (2010), the second step was selecting the source from which the observations were to be made. The researcher chose COCA as the source of the data in this study. The researcher used a laptop to browse COCA site to take the tokens of the verbs *refuse* and *reject*. Next, the researcher would copy the tables of the tokens because the tokens could not be downloaded.
After doing it, the third step was classifying the data (Ary, et al., 2010). The data were classified into two: the data of the tokens of the verb *refuse* and the data of the tokens of the verb *reject*. The data would be presented in the form of table to ease the researcher to see it. Then, it was selected 100 tokens for each verb to be digged more in the next step. The researcher highlighted the occurrences of the synonymous verbs and their collocations in every token.

After that, the forth step was analyzing the data (Ary, et al., 2010). The theories in Chapter II would help to analyze the data. The analyzing focused on the frequencies and the collocations of the verbs *refuse* and reject. Thus, the researcher would find whether those verbs had similar or different collocations which occurred in the similar or different contexts.

Then, the fifth step was drawing conclusions (Ary, et al., 2010). After analyzing the data, the researcher would find the conclusions. The conclusions answered the research problems of this study.

The sixth step was reporting the result of this study (Ary, et al., 2010). The researcher would make the report in a form of a thesis. Besides, there would be recommendations for readers.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter consists of two sections based on the results and the findings. The first section describes the frequencies of the verbs *refuse* and *reject*. The second section discusses the collocations of the verbs *refuse* and *reject* related to the context meanings.

A. The Frequencies of the Verbs Refuse and Reject

To conduct this study, the data needed were taken from COCA. The tokens of the verbs *refuse* and *reject* were from 2011 to 2012. It would be a discussion about the comparison of the frequencies of the verbs *refuse* and *reject*. It would be seen which one of the verbs that was used the most.

The words *refuse* and *reject* in COCA were not classified into the word classes. Thus, in the lists of each word, *refuse* and *reject* could occur as a noun and as a verb. This was the table of the occurrences frequencies of *refuse* and *reject* in COCA 2011 – 2012.

<table>
<thead>
<tr>
<th>Word</th>
<th>Frequency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
<td>2012</td>
</tr>
<tr>
<td>refuse</td>
<td>288</td>
<td>146</td>
</tr>
<tr>
<td>reject</td>
<td>217</td>
<td>93</td>
</tr>
</tbody>
</table>

Table 4.1 above showed that *refuse* had more number of occurrences than *reject* from 2011 to 2012. *Refuse* occurred 288 times in 2011 and 146 times in 2012.
2012. In the total, refuse occurred 434 times. Reject appeared 217 times in 2011 and 93 times in 2012. The total occurrences of reject were 310. In result, refuse had a higher number of the frequency rather than reject. It indicated that refuse was commonly used more than reject.

1. **The Frequency of the Verb Refuse**

The occurrences of refuse in COCA from 2011 to 2012 were not only as a verb. There were 16 tokens from COCA 2011 which showed refuse as a noun which meant “something (such as paper or food waste) that has been thrown away” (“Refuse”). Take for instance in the tokens below.

(3) events, today 119 souls have come to watch the Dotsons sell off the abandoned refuse of shattered lives. # " Here are the rules, folks, " says (COCA: USA Today)

(4) , pausing briefly to collect $50 from a resident planning to take 20 loads of refuse to the town dump. " I'm not supposed to have to leave my (COCA: NY Times)

(5) and go right back into the nest. Finally, midden workers toil over the refuse pile and over the pebbles that the ants bring back to cover the mound. (COCA: Natural Hist)

This case also happened in the tokens of refuse in COCA 2012. After examining the tokens, it was found that there were 11 tokens which used refuse as a noun. The tokens below were the examples which indicated the use of the noun refuse.

(6) has command. They came in at night unseen, buried themselves amid wreckage and refuse, two rifles, two cones of fire, and a long wait for a (COCA: Alpha)

(7) vampire's remains just lying there, trickling into the gutter with all the other refuse of the city. On the other hand, I couldn't do anything to (COCA: Wicked City Zephyr)

(8) debris, and dirt, so, in this overflow of passions, all the refuse of men's souls was washed up and brought to the surface; this added (COCA: Iowa Rev)
As explained above, in year 2012, refuse as a verb was used only 135 times after it was reduced from refuse as a noun in 11 tokens. Consequently, to find out how many the verb refuse, the frequency of refuse in COCA 2011 to 2012 was reduced by the tokens of the noun refuse. The noun refuse occurred 27 times in two years. As a result, in COCA 2011 to 2012, the verb refuse occurred 407 times.

2. The Frequency of the Verb Reject

The occurrences of reject in COCA from 2011 to 2012 were not only as a verb. As well as refuse occurrences, the word reject also had a role as a noun. There were six tokens of the noun reject in COCA 2011. Three tokens below were the examples which indicated that reject took a part as a noun which meant “something that is not good enough for some purpose/ something that cannot be used or accepted” (“Reject”).

(13) with disabilities recognized to have APE needs must receive APE services (i.e., zero reject and zero fail, Sherrill, 1998; USDE, 1996). Thus, (COCA: Teaching Exceptional)

(14) in an alpha level of.936; thus demonstrating homogeneity of variance by failing the reject the null hypothesis and allowing us to proceed with analysis using one-way ANOVA. # (COCA: Education)

(15) in an alpha level of.360; thus demonstrating homogeneity of variance by failing the reject the null hypothesis and allowing us to proceed with analysis using one-way ANOVA. # (COCA: Education)

Moreover, there were other two tokens of the noun reject. The definition of the noun reject was “a person who is not accepted or liked by other people” (“Reject”). The tokens below presented that intention.

(16) up to new people. FAUX BREAK-DANCE What it looks like: He's a reject from America's Best Dance Crew. What it means: Yes, he's (COCA: Cosmopolitan)
(17) "Bubba" Ball.) From the sidelines, Gingrich lashes out like the reject who can't stand the letter-jacket handsome. "What we need is a president (COCA: Newsweek)

The noun reject also occurred in COCA 2012. By examining the tokens, there were five examples which used reject as a noun. These were three tokens of the noun reject which had a sense that “something that is not good enough for some purpose” (“Reject”).

(10) continues to sport his snaggle-toothed smile -- a collection of bright white Chiclets from the reject bin, all of them chipped and unmatched, widely set. " PAGE 80 (COCA: Esquire)

(11) "of the Individuals With Disabilities Education Act (IDEA; 2006):
zero reject, nondiscriminatory evaluation, individualized and appropriate education, least restrictive environment, procedural due (COCA: Teaching Exceptional)

(12) in their neighborhood schools (Smith, 2000). The IDEA principle of zero reject applies in this case: special education services must be available wherever there are students (COCA: Teaching Exceptional)

The discussion showed that the word reject could be a verb and a noun. By investigating the role of the word reject, the verb reject occurred 299 times. That number was the result after reducing the frequency of reject in COCA 2011 to 2012 (310) from the frequency of the noun reject (11).

After examining the occurrences of refuse and reject deeper, it was found that not all those words in COCA 2012 to 2011 referred to a verb. By looking at each token, the words refuse and reject were also used as a noun. In this study, one of the aims was to find out the occurrence frequency of each word as a verb. The table below presented the occurrences frequencies of the verbs refuse and reject.
Table 4.2 The Frequencies of the Verbs *Refuse* and *Reject* in COCA 2011 – 2012

<table>
<thead>
<tr>
<th>Verb</th>
<th>Frequency 2011</th>
<th>Frequency 2012</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>refuse</td>
<td>271</td>
<td>135</td>
<td>406</td>
<td>57.59%</td>
</tr>
<tr>
<td>reject</td>
<td>211</td>
<td>88</td>
<td>299</td>
<td>42.41%</td>
</tr>
<tr>
<td>Total</td>
<td>705</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.2, it was shown that the verb *refuse* had a higher number than *reject*. In total, the verb *refuse* occurred 406 times and the verb *reject* occurred 299 times. In calculation, the verb *refuse* had 107 more tokens than the verb *reject*. The occurrence percentage of the verb *refuse* was 57.59% and the verb *reject* was 42.41%. The ratio of those two verbs occurrences was 15.18%. The number of ratio percentage given was not really considerable since it was not 50% or nearly 50%, which was a half of 100%.

This finding was compared to BNC. BNC was a well-known corpus of British English. The tables below showed the frequencies of *refuse* and *reject* in BNC.

Table 4.3 The Frequencies of *Refuse* and *Reject* in BNC

<table>
<thead>
<tr>
<th>Verb</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>refuse</td>
<td>106</td>
<td>62.35%</td>
</tr>
<tr>
<td>reject</td>
<td>64</td>
<td>37.65%</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.4 The Frequencies of the Lemmas *Refuse* and *Reject* in BNC

<table>
<thead>
<tr>
<th>Verb</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>refuse</td>
<td>22</td>
<td>59.45%</td>
</tr>
<tr>
<td>reject</td>
<td>15</td>
<td>40.54%</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on Table 4.3, *refuse* and *reject* had different occurrences frequency. Based on Leech, Rayson, & Wilson (2001), the verb *refuse* which was in four forms (lemma, past participle, present participle, continuous) occurred 106 times
(62.35%). Compared to the verb reject, it (in the same forms like refuse) occurred 64 times (37.65%) (Leech, et al., 2001). Refuse had more 42 occurrences rather than reject.

Table 4.4 presented the frequencies of the lemmas refuse and reject. According to Table 4.4, the lemma refuse occurred 22 times and the lemma reject occurred 15 times (Leech, et al., 2001). The percentage of the lemma refuse was 59.45% and the lemma reject was 40.54%. It meant that refuse was used more than reject although the ratio was not really significant (18.91%). The result in BNC showed that the verb refuse was used more than the verb reject.

The findings showed that the verb refuse was commonly used rather than the verb reject to express denial. There were some dictionaries which did not list reject. Longman Dictionary of Common Errors did not have the verb reject in the list. The explanation of the verb reject was in the verb refuse section. In that dictionary, the use of reject was compared to refuse. In Dictionary of Word Origins, reject was not found in the list of words. In addition, there was an explanation of refuse. In Google, the occurrences frequency of refuse was higher than reject, which the words refuse and reject could be a verb and a noun. The word refuse occurred about 170,000,000 times in 0.19 second, while the word reject occurred about 93,200,000 times in 0.20 second. As a result, the percentage of the word refuse in Google was 64.59% and the percentage of the word reject was 35.41%. The results showed that the word refuse (as a verb and a noun) had a higher occurrence than the word reject (as a verb and a noun).
From the discussion, it could be concluded that the verb *refuse* had a higher frequency than *reject*. As stated by Biber, *et al.* (2002), it would be known the most common words by investigating the frequency of words. The verb *refuse* was commonly used to express denial rather than the verb *reject*.

B. The Collocations of the Verbs *Refuse* and *Reject*

The tokens in COCA gave the clear use of the verbs *refuse* and *reject* in their own utterances. There were 100 tokens from each verb to be investigated. Each verb had some meanings that would be explained one by one according to the certain meaning. As *refuse* and *reject* were transitive and intransitive verbs, the study of collocation was adjusted to each kind of verb. The transitive verbs focused on the right collocations. Biber, *et al.* (2002) wrote that the researchers could investigate the right collocation of a certain word. They added that to find some contexts of the word meaning, it could be looked at the right collocations only.

It had explained about the definitions of the transitive verbs *refuse* and *reject* in Chapter II. *Refuse* and *reject* were followed by words which intended to express something that was being refused or rejected. To give a clear description, here were the tokens of the transitive forms of *refuse* and *reject*.

(18) there were ladies who would travel miles in order to have a handsome young werewolf *refuse* to sell them a hat. # He looked up to see Madame Lefoux. (COCA: Timeless)
(19) too dangerous for vampires and humans alike. Which explained why Aileen thought I would *refuse* to set foot in any establishment that served the brew. # But the truth (COCA: Wicked City Zephyr)
Based on the examples, there were two different forms of the collocations. As it was seen, the left collocations of each example were subjects (a handsome young werewolf, I, we) and could be followed by a modal (would). The right collocation could be in the form of to infinitive (to reject) and another word such as a noun (products). The examples showed that refuse and reject wanted to make clear the things which were not accepted by the subjects. Besides, the right collocations gave the context meaning of each verb used.

The verbs refuse and reject had similar and different collocations based on the sentences they occurred. The collocations could show the certain meanings of the verbs. Each verb had several specific meanings which made the differences in the use of them. A corpus could show the examples of the use of words in some contexts they occurred (Biber, et al., 2002). From the contexts, it could be identified the different meaning associated with a word (Biber, et al., 2002). Thus, by investigating the tokens of refuse and reject, it would be known the context where refuse and reject occurred.

After exploring the occurrences of the verbs refuse and reject in COCA 2011 – 2012, it was found that there were numerous collocations of each verb. There were left collocations and right collocations which could describe the meanings of the verbs. Furthermore, it would be seen the similar collocations of the verbs refuse and reject.
1. **Refuse**

a. **As a Transitive Verb**

As a transitive verb, *refuse* collocated with other words which explained the meaning of its occurrences. For the transitive verb *refuse*, the study only focused on the right collocation. It was because the right word clarified the things which were being denied. There were 75 tokens which contained *refuse* as a transitive verb. This table below showed the collocations of *refuse* as a transitive verb.

<table>
<thead>
<tr>
<th>No</th>
<th>Type of Collocation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>noun</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>to infinitive</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

Table 4.5 showed that there were two types of right collocation which occurred after a transitive verb *refuse*. The first type of collocation was a noun, which had 31 occurrences after *refuse*. There were various kinds of noun which collocated with *refuse* such as *challenge, proposals, invitations, help, treatment, procedures, fare, and insurance*. Those collocations were found in some registers. As it was known, COCA made tokens from several kinds of sources such as from spoken, magazines, newspapers, and fictions (Davies, 2009).

From Table 4.5, the right collocation of *refuse* could be in the form of *to infinitive*. As stated by Azar and Hagen (2009), the verb *refuse* was one of common verbs which were followed by infinitives. The occurrences of that form were in 44 tokens. The infinitives which followed *refuse to* were various, e.g. *to excuse, to meet, to share, to give, to commit, to trade, to play.*
The transitive verb *refuse* had several meanings according to *Merriam-Webster Dictionary* and *Macquarie Dictionary*. After examining the tokens, the researcher found that the definitions given by the dictionaries were used in the real life by the people. However, not all the definitions gave many examples presented in the corpus. For the definition “to renounce (obsolete)” (“Refuse”), the researcher found one token only. Next, there was no token which shared the meaning “decline to leap over a fence (horse)” (“Refuse”).

To answer the research problems, the explanation given was according to the meanings of the verb occurrences in the tokens. By investigating the tokens, the transitive verb *refuse* occurred in four meanings. The study investigated those four meanings which could indicate the context of *refuse*.

1) **The First Meaning of Refuse**

The first definition of *refuse* was “to decline to accept something offered” (“Refuse”). From COCA, the researcher found the examples of that meaning. Based on that meaning, it was found that *refuse* collocated with other words which were shown in the some contexts. The researcher had picked 25 tokens of 407 which presented that meaning. All of the right collocations for this meaning were *nouns*, which presented things offered that was denied.

There were a lot of offered things which were refused. Having looked at the right collocations, the verb *refuse* was used in many contexts. Here, the researcher would explain some of the collocations. Firstly, it was found that there were three occurrences of the noun *treatment* as the right collocations of *refuse*. The occurrences of *treatment* were on the tokens below.
that may not be the best practices, or even quackery. The option to refuse a given treatment is still offered. In my 37 years in medical practice I (COCA: Christ Century)

to court. Even though the court decided that the parents had the right to refuse treatment, the hospital refused to remove the ventilator. Instead, they slowly weaned (COCA: Social Work)
it, the U.S. Supreme Court held that a competent person has the right to refuse medical treatment even if the lack of treatment will lead to their death (Colby (COCA: Social Work)

The use of refuse in the examples above showed a denial to offered treatment. According to those three examples, people had a right to decide whether they would accept or refuse the treatment. The collocation of refuse + treatment related to medical field.

Secondly, the noun help appeared twice in the tokens of refuse. The tokens were in magazine and academic registers. Here were the tokens which carried help.

Shopping Tips # In-store # Ask to unpack and pitch the tent yourself (politely refuse help from sales clerks). Is it quick to lay out and erect? (COCA: Backpacker)

66521244 ADULTS # ROUGH SLEEPING # A group of women who sleep rough in London refuse help, seeing homelessness as their choice. They do not take drugs or abuse (COCA: Community Care)

The tokens above presented the collocations of refuse help. The verb refuse was used to decline help which was offered by other people. Help, which was a good act, could be refused by the people who seemed to need it.

Next, refuse occurred with the noun proposals as the right collocation. The occurrence of it was in fiction register. This token below had its occurrence.

lining up the Eligibles is beyond me. " # " Sheer determination. You refuse the proposals one by one, and honestly, Evie, Papa isn't as (COCA: Lady Maggie's Secret)
Based on the example, Evie did not want to have the proposals which were offered to her. There was more than one proposal which were declined by her. In that context, proposal was being a wonderful thing which was offered by men who asked a woman to marry.

To stretch the use of refuse that carried the meaning discussed in this section, next, refuse collocated with the noun money. The token of it was in fiction register. Here was one of the tokens in which money occurred.

(27) favorite restaurant, an Italian place in Santa Monica where the ardent and merry owners refuse to take his money and ask only permission to take his photo, to have (COCA: Southern Rev)

From that example above, a man would like to give money to the ardent and merry owners. They did not want to accept the money given by him. Money, which was considered as a valuable thing, was denied although it might be in a big number.

Those collocations showed that there were things offered which were declined. From the collocations, it was clear that anything could be denied. Refuse was used to “say no when someone wants you to accept something” (“Refuse”). The verb refuse was used in the daily life and in many contexts.

2) The Second Meaning of Refuse

The second meaning of refuse was “to decline to give/ deny a request demand, etc.” (“Refuse”). That meaning referred to “not allow someone to have something (“Refuse”)” which sensed as a “request” or “demand.” By investigating, that meaning was found in some tokens. The researcher had picked 25 tokens to understand the use of refuse in this meaning deeper.
The right collocations of refuse were mostly to infinitive forms which were 19, and the others were nouns. From 25 tokens, there were 7 to let forms, 4 to give forms, and 4 to allow forms. The other collocations were to excuse, to meet, to share, and to have vaccinated. To infinitive form was followed by a noun which described something that was declined or a verb which expressed “something could not to do.” The tokens below presented to infinitive forms that indicated “deny a request or demand” (“Refuse”).

(28) shape. # As Denver Restaurant Week gets underway, we found five chefs who refuse to let the demands of their jobs interfere # with their physical and mental fitness (COCA: Denver)

(29) , for example, they publicly exaggerate the resulting civilian deaths. Meanwhile, they refuse to give the United States permission to conduct commando raids in Pakistan, swearing that (COCA: Foreign Affairs)

(30) just liberals who oppose spending cuts. Conservative members of Congress from farm states refuse to allow major cuts in farm subsidies, an antiquated program born back in the (COCA: USA Today)

The first and the second tokens ((28) and (29)) described that someone declined to let and to give somethings which were considered as a “request” and a “demand.” The following words of those two tokens were demands (as in (28)) and permission (as in (29)), which were nouns. It clearly described that the tokens presented the use of refuse, “to deny request and demand.” The following words of the collocations clearly referred to the meaning discussed. The next example (30) showed that refuse to allow was followed by a verb which explained the thing which was demanded by the people.

Other tokens obviously showed that the words request and demand were the collocations of refuse. The tokens below showed that intention.
mermaid this year. " # I almost laugh, knowing that Dad would never refuse Sam's request. # But I'm too upset to laugh. # Sam goes (COCA: Storyworks)

(32) a local farmer to supply eggs for the bakery, he'd been unable to refuse Mrs. Becroft's request. " They need our help, " he'd told (COCA: Storyworks)

(33) are now trained upon your remaining ships. You are hardly in a position to refuse our demands. Relations between the Hegemony and your Syndicate are of no concern to (COCA: Analog)

The examples showed the meaning of refuse as “refuse to give something that someone needs or have asked for” ("Refuse"). The words request (as in (31)), request (as in (32)), and demands (as in (33)), which followed refuse, clearly showed the meaning discussed. The collocations of this meaning were directly the words demand and request. Thus, it strengthened the explanation of the second meaning of refuse.

3) The Third Meaning of Refuse

The third meaning of refuse was “will not to do something” ("Refuse"). There were 24 tokens of this meaning which had been investigated. The tokens showed that refuse collocated with other words to support the meaning.

The right collocations of refuse were in the form of to infinitive. The collocations of 24 tokens were various. Every token had different collocations such as to metamorphose, to remember, to contemplate, to sit down, to pray, to trade, and to play. The verb refuse could collocate with other verbs (in the form of to infinitive) to convey a determination not to do something. The tokens below presented refuse which were used in the different registers.

(34) Proving he was more than just a highly paid mercenary, Curtin would not only refuse to commit what amounted to perjury, but he also offered in each case to (COCA: Kill Switch)
the most robust surge in filmmaking since the 1960s. France, Italy and Germany refuse to be ignored. # And then there is Greece. Your hazy recollections of (COCA: NY Times)

’s sunny but in this heart of mine the world is gloomy, the sun refuse to shine. I’ve done the best that I could do all for you (COCA: NPR_Fresh Air)

Those tokens appeared in the different registers. The first token (34) occurred in a fiction book, the second one (35) appeared in news, and the last one (36) was in spoken. The subject who did the refusal could be various in those tokens (Curtin, France, Italy and Germany, the sun). Those tokens used refuse and then were followed by a verb which described an act which was denied to do.

4) The Forth Meaning of Refuse

The forth definition of refuse was “to renounce” (“Refuse”) which was used to say formally or publicly. From 407 tokens, the researcher only found one token which referred to this meaning. The token below showed that meaning.

national borders. " Nothing will stop us, " Hlne promises. " We refuse to have Louis Renault remembered as a collaborator for eternity. It’s our duty (COCA: Town Country)

The verb refuse collocated with to have, and was followed by remembered. The context of that example was announcing publicly. As Macquarie Dictionary said about this meaning, the context of refuse here was used on the past time, which was not used anymore at the recent time. That token occurred in magazine register entitled ‘Town Country’. As it was seen, refuse which referred to the meaning discussed was still used in the year 2012.

b. As an Intransitive Verb

Besides, based on the definition in the dictionaries which had been mentioned in Chapter II, refuse was also an intransitive verb. Here, the study
needed to investigate the left collocations since intransitive verbs lacked objects (Carstairs-McCarthy, 2002). By looking at the left collocations, it would be obtained the meaning of the verb *refuse*. The last meaning of *refuse* which was discussed in this study was “to decline acceptance, consent, or compliance” (“Refuse”). It implied that there was no right collocation of *refuse* which indicated its’ context.

The researcher had examined the tokens of this intransitive verb. Unfortunately, not all tokens could show the objects which were being refused. From 25 tokens, there were 18 tokens which presented the objects or actions refused. Mostly, the left collocations of these 18 tokens were the word *offer*, which occurred in 7 tokens. The other collocations were the words *option, wine, weapons, date, abortion, deals, and cuts*. Those words signified to something offered and agreement. There were *to infinitive* forms as the left collocations which were *to press* and *to cut*. Those two collocations indicated a determination not to do something. Seven other tokens did not show the certain object or action. The tokens below showed the intransitive verb *refuse* which presented something or action refused.

(39) If it is still technically optional, it's an option you can't refuse. # In a recent debate, moderator John King invoked Romney's father George (COCA: Town Country)

(40) federal funding is "coercive" by luring states into an offer they can't refuse. They say it also will pull others into Medicaid who already qualify but have (COCA: USA Today)

(41) against her dark skirt like a starry sky, there was simply no way to refuse. # It had worked once. It had to work again. # " (COCA: Paradise Dogs)
The examples above proved that *refuse* was an intransitive verb. *Refuse* had no object and ended with a full stop. The first and second tokens ((39) and (40)) showed that the left collocations of *refuse* could indicate the meanings, which were refusing an option (as in (39)) and refusing an offer (as in (40)). However, in the third token (41), it could not certainly indicate the object or the action which was refused.

From the finding, *refuse* was used in many contexts and fields. The collocations of *refuse* were various. Additionally, *refuse* can be followed by *to infinitive* to indicate the meaning. It might be the reason that *refuse* was common used rather than other synonyms which referred to decline to do something.

Moreover, excluding 100 tokens which had been discussed above, *refuse* seemed to be used to convey another meaning besides its own definitions. The dictionaries listed that meaning as the definition of *reject*, which was “to refuse as lover or spouse, not love” (“Reject”). In this discussion, there were two tokens of *refuse* which carried that meaning. The tokens of *refuse* below showed that intention.

(42) asked the Cutters. Sam had never asked her for anything. How could she refuse him this? Pros: working on an engine that really needed her. She (COCA: Undertow)

(43) moon about Tom’s return. He sent this e-mail, and I couldn’t refuse him, even though I’m the shyest person on earth. I trust Tom (COCA: Harpers Bazaar)

The collocations of *refuse* from those tokens above were *him*. Those tokens ((42) and (43)) occurred in fiction and magazine registers. In this context meaning, the definition of *reject* was used by *refuse* (as in *refuse him*) might be because *refuse* and *reject* were near-synonymy words. As a result, people used
refuse to utter that someone did not accept someone else’s love, which should be use reject to say that.

2. Reject

The verb reject shared several specific meanings according to the dictionaries mentioned in Chapter II. COCA had the occurrences of reject in the specific meanings. There were 100 tokens of the verb reject which would be discussed deeper in this section. As well as refuse tokens, the tokens of reject were taken by considering the intention of the utterances.

Since reject was a transitive verb, the analysis would be on the right collocations only. The right collocations would explain the context meanings of reject. Table 4.6 below presented the right collocations of reject.

<table>
<thead>
<tr>
<th>No</th>
<th>Type of Collocation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>noun</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>pronoun</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

After exploring 100 tokens, the verb reject collocated with two word classes: noun and pronoun. The collocations were 84 nouns and 16 pronouns. Those nouns and pronouns were various. Actually, those 84 nouns also contained the noun phrases. When investigating the noun phrases, the researcher listed them into noun by looking at their heads. The complements of the head were completed the meaning of the noun (Biber, et al., 2002). Thus, only the heads of the noun phrases which were considered in the collocation analysis.
There were 7 definitions appeared among 100 tokens. However, 5 definitions only occurred in 1 – 10 tokens. Two definitions occurred in a lot of tokens. The explanation of the collocations would be based on the definitions.

**a. The First Meaning of Reject**

To start the discussion, the first meaning of *reject* was “to refuse to have, take, recognize, etc.” (“Reject”). Carrying this meaning, *reject* had collocations which occurred in some certain contexts. In COCA, there were many *reject* occurrences in this meaning. By investigating the tokens of *reject*, there were 50 tokens which contained the meaning discussed. The collocations of *reject* were the nouns, such as *idea, bill, tax, money, proposal, treatment, argument, teaching, beliefs, agreement* and *offer*. From 50 tokens, there were some nouns which appeared more than 2 times, which were *agreement* (3 times), *bill* (4 times), *tax* and *taxes* (the plural form of *tax*) (4 times), and *idea* and *ideas* (the plural form of *idea*) (12 times). The occurrences of *idea* and *ideas* were the highest among other collocations. Here were the examples of the *idea’s* and *ideas’* occurrences which were in the different registers: the first token (44) was in news, the second token (45) was in fiction, and the third token (46) was in academic.

(44) but the President sat on our set, talking to you, saying I categorically reject the idea that this is a tax. I think you’ll appear on the (COCA: ABC_This Week)

(45) it themselves. # Or had they? Maybe they’d fabricated some reason to reject the idea. Half of my joy balloons popped at that thought, but I (COCA: Analog)

(46) treatment of enemy combatants captured in unconventional conflicts, both wings of the Tea Party reject liberal internationalist ideas and will continue to do so. The U.S. Senate, in (COCA: Foreign Affairs)
According to the examples, idea and ideas were being something which was not considered by the subjects. Basically, reject was used to say that you did not support an idea (“Reject”). Therefore, it was reasonable if the occurrences of ideal ideas were high.

Next, this study would like to discuss money as a collocation of reject. The noun money occurred twice in the tokens. The appearances of money were in the tokens below.

(47) of which $10,000 came from his own pocket. As part of his pledge to reject special-interest money, Roemer has said he will not take PAC donations and will limit (COCA: CS Monitor)
(48) we care? COKIE-ROBERTS-1-A# (Off-camera) Well, I should just say that they did then reject that money and sent internal e-mails basically saying this is totally unacceptable. We have (COCA: ABC_This Week)

The examples occurred in the different registers. The first example occurred in news and the second one was in spoken. The noun money was also the right collocation of refuse in fiction register. The collocation of reject/ refuse + money could be in the different registers but in the similar context.

In this meaning, the verb reject also collocated with the noun treatment. The occurrence of that collocation was only one. The token below presented its occurrence.

(49) options available? # Patient preferences may conflict with the prevailing evidence or they may reject a treatment because they do not understand the risks or benefits correctly. Some of (COCA: Practice Nurse)

The example above occurred in academic register about medical matter. Treatment was being the thing that was refused to take by the patients. This noun also appeared as the right collocation of refuse. Both refuse and reject collocated
with *treatment* in the medical environment. Thus, the context meaning of the use of those both verbs were similar.

Another collocation of *reject* was the noun *proposal*. *Proposal* occurred twice in the tokens. Here were the tokens which contained *proposal*.

(50) a panel appointed by the governor and lawmakers, also will have the power to *reject* or accept the *proposal*. # Gov. Jerry Brown has pushed for some type (COCA: San Fran Chron)

(51) in place. # In Oklahoma, for example, the EPA is likely to *reject* a *proposal*, state officials say, after the state determined it wasn't cost-effective (COCA: Assoc Press)

Those two tokens ((50) and (51)) appeared in news registers. The *proposal* which were refused referred to “something (such as plan or suggestion) that is presented to a person or group of people to consider” (“Proposal”). Principally, *reject* was used to say that someone did not support proposals (plan or suggestion) (“Reject”). The verb *refuse* had *proposal* as its collocation too. However, *proposal* which occurred in *refuse* meant “the act of asking someone to marry you” (“Proposal”). Although *reject* and *refuse* had the collocation *proposal*, that noun shared different definitions. Thus, the context meanings were absolutely different.

b. The Second Meaning of *Reject*

The second meaning of *reject* was “refuse to grant (demand)” (“Reject”). By investigating COCA, there were some objects which were considered to be not granted. It was found 9 collocations of *reject* which held this meaning. The collocations were *request* and *requests* (the plural form of *request*) (4 times), *demand* and *demands* (the plural form of *demand*) (2 times), *appeal*, *plea*, and *orders*. The examples of those occurrences were presented below.
(52) the paperwork (some of it in English) in order definitively and legally to reject any further demands for maintenance from her or her heirs. This must be possible (COCA: New Statesman)

(53) Lawyers for Mr. Rumsfeld and the other military officials, urged the high court to reject the appeal. # " Petitioners seek to provide enemy combatants fighting against the United (COCA: CS Monitor)

(54) from Summit and WorldCat to avoid ILL requests, they decided it was simpler to reject the few incoming loan requests when they were made. # Using PCC Vendor Neutral (COCA: Library Resources)

The tokens above proved that reject was used to decline a need asked. The words demand (as in (52)) and appeal (as in (53)), as the collocations of reject, sensed something which were strong needed. Those words had the same idea as the word requests (as in (54)). Followed by the occurrence of requests (as in (54)), that noun also occurred in the token of refuse as its collocation. However, request which followed refuse was less formal which referred to “something (such as a song) that a person asks for” (“Request”), as had explained in the previous section. The noun request which occurred once in the token of refuse was in fiction register. Thus, request as reject’s collocation was likely to be “an act of politely or formally asking for something, the state of being sought after” (“Request”). These tokens below showed other occurrences of request as reject’s collocation.

(55) has thrown out her files and cut off her company email, gotten employees to reject her requests for information on the company's finances and activities, fired the company (COCA: Assoc Press)

(56) , in particular Pacific Gas and Electric Co. TURN often urges the commission to reject PG&E’s requests for rate hikes, usually without success. # Sandoval's expertise (COCA: San Fran Chron)

(57) a two-week- long protest at the White House, hoping to persuade the administration to reject the permit request. About 1,000 people were arrested. A few days into the (COCA: PBS_News Hour)
Those tokens above appeared in some registers. The tokens (55) and (56) occurred in news register, and the next token (57) was in spoken register, specifically in a news program. Although request appeared as the collocations of reject and refuse, the context of each verb’s collocation seemed to be different. In addition, in this meaning, reject referred “to use official powers to formally refuse request” (“Reject”). Thus, the collocation of request in reject was more formal rather than in refuse.

c. The Third Meaning of Reject

The third definition of reject was “to refuse to accept (a person)” (“Reject”). Having this meaning, there were 31 tokens which took place in some contexts and all registers. The collocations of reject in this meaning were 15 nouns and 16 pronouns. The nouns were candidate, someone, children, kids, person, and also proper nouns such as Jesus, Nari, Perry, Bin Laden, and Mitt Romney. The pronouns were you, him, them, me, her, and us. The tokens below showed the use of a pronoun, a proper noun, and a noun as reject’s collocations.

(58) difficult. The painters either modify the use of these familiar images or reject them completely, often evolving a style of complete abstraction. The film repeats (COCA: Framework)

(59) have no ability to sin nor moral conscience, do not have an ability to reject Jesus, " therefore they get a free pass to heaven (USA Today, (COCA: Christ Century)

(60) . # That makes long-term joblessness a problem that feeds on itself. When employers reject someone who has been out of work awhile, it only adds to the time (COCA: Atlanta)

Those three examples were in the different registers. The first token (58) was in fiction; the second token (59) was in magazine; and the third token (60)
was in news. The use of *reject* which collocated with *them, Jesus, and someone* obviously gave examples of the meaning.

d. **The Forth Meaning of Reject**

The forth meaning of *reject* was “to throw away, discard, or refuse as useless or unsatisfactory” (“Reject”). After exploring, it was found two tokens which contained this meaning. These tokens below presented the meaning discussed.

(61) a dry lab? Dr-PATEL: No, not at all. We reject -- we reject products as well. HANSEN: (Voiceover) In this email he blamed us for misleading him (COCA: NBC_Dateline)

(62) speaker, the child will be able to perceive smaller acoustic differences between productions and reject some productions as produced badly, whereas such sounds would be acceptable for a low-acuity (COCA: J Speech Language)

Based on those tokens, the collocation of *reject* was *products* and *productions*, which described something discarded. *Products* and *productions* were “thrown away because the quality was not good enough” (Reject”). The tokens were in spoken and academic registers.

e. **The Fifth Meaning of Reject**

The fifth meaning of *reject* was “to cast out or off” (“Reject”). In this definition, it was found 4 tokens which held this meaning. The collocations of *reject* were *oil, plant, addresses, and words*. The tokens below presented the collocations of *reject* in this meaning.

(63) vines, grading them for root length and even spacing. # " I would reject this plant, " she said, holding one Friulano sapling, " because it (COCA: San Fran Chron)

(64) adept at finding substitutes, but it still took his brain time to recognize and reject the S words that came to mind automatically. # " Mr. Grant, of (COCA: Win Her Heart)
The examples above were in the different registers. The first token (63) was in news register and the second one (64) was in fiction register. The two other tokens occurred in news and academic registers. Those tokens described that the subjects did not want some things which irritated them. Consequently, they threw out those things.

f. **The Sixth Meaning of Reject**

The sixth definition of *reject* was “(of an organism) to not accept (a graft or transplant)” (“Reject”). From 100 tokens, there was only one token which held this definition. This token below showed that intention.

(65) drugs the remainder of his or her life so his or her body does not reject the transplanted organ. Besides the expense involved, the drugs reduce the effectiveness of (COCA: Tech Engineer Teacher)

The token obviously showed the meaning discussed. The token showed the collocation of *reject* was *organ*, from a noun phrase *the transplanted organ*. Moreover, this meaning occurred in the medical environment.

g. **The Seventh Meaning of Reject**

The seventh definition of *reject* was “to refuse as lover or spouse, not love” (“Reject”). After exploring the tokens of *reject*, there were 3 tokens which beared this definition. The collocations of *reject* were *her* (twice) and *love*. Here were the tokens of that definition.

(66) feels superior to him... and for a moment he wants to hate her... reject her... but to his surprise she suddenly looks more sensual and beautiful than he (COCA: Framework)

(67) from me. She turns away each time I kiss her. She continues to reject my love towards her. I truly long to serve Jesus, but I became (COCA: NBC_Dateline)
Those tokens occurred in the different registers. The token (66) occurred in fiction and the next token (67) occurred in spoken. Those tokens clearly described someone who was not accepted in love with another else. This context also occurred in refuse. Refuse collocated with him, while reject collocated with her, which both him and her indicated to someone who loved.

The findings showed that reject was used in many contexts and situations. Reject collocated with various nouns and pronouns which formed the meanings of its used. Comparing to refuse, it had another form of collocation, to infinitive. Reject did not have to infinitive form as its collocation.

Based on the discussion, the collocations of the verbs refuse and reject were various. The collocations of refuse were nouns and to infinitive forms. The new finding showed that the verb refuse was also used to deny a lover, which presented by the words him. Thus, pronoun was also the collocation of the verb refuse. The collocations of the verb reject were nouns and pronouns.

There were five similar collocations of the verbs refuse and reject. The words which were the collocations of the verbs refuse and reject were money, treatment, proposal, request, and him and her, which represented someone who loved. However, not all those collocations had the similar contexts in use. The words proposal and request had different definitions when they were used as the collocations of refuse and reject. Thus, the similar collocations of the verbs refuse and reject which occurred in the similar contexts were money, treatment, him, and her. People could use both verbs refuse and reject to express that they did not
accept money, a treatment in the medical field, and, someone who loved, which represented by the words him and her.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two subchapters. The first one is conclusions and the second one is recommendations. The conclusions summarize the findings of the discussion of the study. The content of conclusions is the answers of the research problems. The recommendations are aimed to give suggestions to readers related to the issues in this study.

A. Conclusions

This study examined the frequencies and the collocations of the verbs refuse and reject in COCA. COCA 2011 and 2012 were taken as the data to discover the research problems. After examining and discussing the data, this study found the answers of the research problems.

The first research problem was the frequencies of the verbs refuse and reject in COCA from 2011 to 2012. Based on the occurrences in COCA, the frequency of the verb refuse was higher than the verb reject. The verb refuse occurred 406 times, while the verb reject occurred 299 times from 705 tokens. In the percentage, the occurrence frequency of refuse was 57.59% and the occurrence frequency of reject was 42.41%. The ratio of refuse and reject occurrences was 15.18%. That number of ratio percentage was not really significant. As a result, refuse was used more than reject to convey denial, as the basic sense of those synonymous verbs.
The second research problem of this study was the collocations of verbs *refuse* and *reject*. The verbs *refuse* and *reject* had various collocations. The collocations of the verb *refuse* were nouns, pronouns, and to infinitive forms. The collocations of verb *reject* were nouns and pronouns. The verbs *refuse* and *reject* had three similar collocations. Based on the finding, the first collocation was *money*. The second collocation was *treatment*. The third collocation was *him* and *her*, which represented someone who loved. Thus, the verbs *refuse* and *reject* could be used to deny money, a treatment in the medical field, and a lover or someone who loved.

B. **Recommendations**

This study proposed recommendations for English Language Education Study Program students and English teachers for the practical use in teaching and learning. Furthermore, the findings in this study gave recommendations for future researchers.

1. **For English Language Education Study Program Students/ English Teachers**

This study was useful for ELESP students and teachers. This study concerned the synonymous words and their uses in the real life. The contexts of the use of the words could be similar and different. Specially, this study discussed the collocations of near-synonymy words. By looking at the examples from the real use, it could be useful for ELESP students of Sanata Dharma University who were English teacher candidates. English teachers might explain their students
about the synonymous words which had some degrees. Based on the findings of this study, ELESP students could emphasize the use of the synonymous words. They might show to their students that the verb *refuse* had an infinitive, while *reject* did not although they were near-synonymous words. Moreover, as the teachers, they clarified that some synonymous words could not be interchanged to another synonym. To understand more about the use of synonymous words, they could show the examples of them in some contexts from a corpus.

The findings in this study also observed the collocations of the synonymous words. The term *collocation* itself was not really familiar among ELESP students. ELESP students could be introduced to collocation to elevate their English fluency. Learning collocation was effective to remember the lexical patterns because frequent collocations had bigger chances of being used, especially by native speakers. Moreover, it improved native-like selection for the students. It aimed the students to be able to convey meaning fluently. Therefore, the students were able to produce correct utterances.

2. **For Future Researchers**

This study concerned the frequencies and the collocations of the verbs *refuse* and *reject*. This study might be interesting for further researchers. The discussion and the findings of this study gave insights for future researchers. Researchers could employ more tokens to investigate other issues about the verbs *refuse* and *reject*. The more tokens used might give more findings in studies. Next, researchers could conduct other topics related to corpus linguistics using COCA and/or other corpus software.
REFERENCES


APPENDICES
Appendix A: The Tokens of *Refuse*

### A. As a Transitive Verb

#### 1. The First Meaning of *Refuse*

<table>
<thead>
<tr>
<th>No</th>
<th>Year</th>
<th>Register</th>
<th>Source</th>
<th>Token</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:QueensVowNovel</td>
<td>knew quite well how impoverished we were. Just as pride hadn't let me <strong>refuse</strong> my brother's challenge that it was time I learned to ride a proper horse</td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:LadyMaggiesSecret</td>
<td>lining up the Eligibles is beyond me. &quot; # &quot; Sheer determination. You <strong>refuse</strong> the proposals one by one, and honestly, Evie, Papa isn't as</td>
</tr>
<tr>
<td>3</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:OneNaughtyNight</td>
<td>were here, &quot; the duke said. &quot; Your mother's friends say you <strong>refuse</strong> all their invitations. &quot; # &quot; Because their balls and musicales and such are</td>
</tr>
<tr>
<td>4</td>
<td>2012</td>
<td>MAG</td>
<td>Backpacker</td>
<td>Shopping Tips # In-store # Ask to unpack and pitch the tent yourself (politely <strong>refuse</strong> help from sales clerks). Is it quick to lay out and erect?</td>
</tr>
<tr>
<td>5</td>
<td>2012</td>
<td>MAG</td>
<td>ChristCentury</td>
<td>that may not be the best practices, or even quackery. The option to <strong>refuse</strong> a given treatment is still offered. In my 37 years in medical practice I</td>
</tr>
<tr>
<td>6</td>
<td>2012</td>
<td>MAG</td>
<td>MotherJones</td>
<td>agree that federally funded hospitals and clinics should not be allowed to <strong>refuse</strong> procedures or medications based on religious beliefs. Sidebar # 82% of 66 advisers tapped</td>
</tr>
<tr>
<td>7</td>
<td>2012</td>
<td>MAG</td>
<td>MotherEarth</td>
<td>use precious natural resources wisely. We seek &quot; real &quot; food, and we <strong>refuse</strong> to accept fare produced by an industrial system that is unsustainable, inhumane and unwilling</td>
</tr>
<tr>
<td>8</td>
<td>2012</td>
<td>ACAD</td>
<td>PracticeNurse</td>
<td>. # Ultimately the traveller takes responsibility for deciding to fly and the airline can <strong>refuse</strong> carriage if the traveller's safety is in doubt. # BOX 2 CONDITIONS WHICH</td>
</tr>
</tbody>
</table>

---

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
is that the number of so-called free riders, the people who want -- will refuse to get insurance until they get sick, is going to be very, very

(Dark-hallway; (Announcements) MORALES: (Voiceover) Is it possible to find a group of teens who will refuse a ride from a driver they think is drunk? Nicole, Alex and Taylor

, when a state recognizes marriages, the federal government will discriminate and - and refuse benefits to some of the married people that the state recognizes and not others.

some of the things that led these - this very brave group of people to refuse service and to go to prison. TERRY-GROSS: But Germany had declared war on France

favorite restaurant, an Italian place in Santa Monica where the ardent and merry owners refuse to take his money and ask only permission to take his photo, to have

, when a state recognizes marriages, the federal government will discriminate and - and refuse benefits to some of the married people that the state recognizes and not others.

some of the things that led these - this very brave group of people to refuse service and to go to prison. TERRY-GROSS: But Germany had declared war on France

favorite restaurant, an Italian place in Santa Monica where the ardent and merry owners refuse to take his money and ask only permission to take his photo, to have

to court. Even though the court decided that the parents had the right to refuse treatment, the hospital refused to remove the ventilator. Instead, they slowly weaned

it, the U.S. Supreme Court held that a competent person has the right to refuse medical treatment even if the lack of treatment will lead to their death (Colby

66521244 ADULTS # ROUGH SLEEPING # A group of women who sleep rough in
London *refuse* help, seeing homelessness as their choice. They do not take drugs or abuse when their child was seen for counseling at school. Parents had the right to *refuse* permission for their child to complete the survey or to participate in counseling. Each of loss points to the importance of a living faith in God. Those who *refuse* God's mercy can only live in the hell of their own self-enclosure. What customer comes in: this is why she was hired. Mr. Carson can not *refuse* the potential business from these customers and leaves the girl to tend to them.

# Guilt and worthlessness are features of depression, which makes some people with depression *refuse* treatment. Expressing depression as a deficiency disease for specific neurotransmitters sometimes helps. #

*refuse* permission. # Researchers compiled a list of the code numbers of students who self-reported later? I have a few spare coppers. " # " How could I *refuse* such an invitation? " # " You can't, " laughed the scholar

<table>
<thead>
<tr>
<th>No</th>
<th>Year</th>
<th>Source</th>
<th>Source Text</th>
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<tbody>
<tr>
<td>20</td>
<td>2011</td>
<td>SchoolCounsel</td>
<td>Parents had the right to refuse permission for their child to complete the survey or to participate in counseling. Each year only a few parents refuse permission. # Researchers compiled a list of the code numbers of students who self-reported.</td>
</tr>
<tr>
<td>21</td>
<td>2011</td>
<td>JournalEcumenical</td>
<td>of loss points to the importance of a living faith in God. Those who refuse God's mercy can only live in the hell of their own self-enclosure. What</td>
</tr>
<tr>
<td>22</td>
<td>2011</td>
<td>Bk:WhatYouSeeInDark</td>
<td>customer comes in: this is why she was hired. Mr. Carson can not refuse the potential business from these customers and leaves the girl to tend to them.</td>
</tr>
<tr>
<td>23</td>
<td>2011</td>
<td>PracticeNurse</td>
<td># Guilt and worthlessness are features of depression, which makes some people with depression refuse treatment. Expressing depression as a deficiency disease for specific neurotransmitters sometimes helps. #</td>
</tr>
<tr>
<td>24</td>
<td>2011</td>
<td>SchoolCounsel</td>
<td># Guilt and worthlessness are features of depression, which makes some people with depression refuse treatment. Expressing depression as a deficiency disease for specific neurotransmitters sometimes helps. #</td>
</tr>
<tr>
<td>25</td>
<td>2011</td>
<td>Bk:Scholar</td>
<td>later? I have a few spare coppers. &quot; # &quot; How could I refuse such an invitation? &quot; # &quot; You can't, &quot; laughed the scholar</td>
</tr>
</tbody>
</table>

2. **The Second Meaning of Refuse**

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<thead>
<tr>
<th>No</th>
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<th>Source</th>
<th>Source Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2012</td>
<td>Bk:DeaderHomesGardens</td>
<td>If you'll excuse me for a moment &quot; I left before he could refuse to excuse me. There were no landlines in the rooms downstairs or upstairs.</td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>Bk:Vanishers</td>
<td>have found it odd, given she'd presumably forgiven me, that she should refuse to meet my gaze, that she should take the first available opportunity to slough</td>
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</tr>
<tr>
<td>3</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:BookMadnessCures for their universities of medicine and garner letters of recommendation -- how will the guild <strong>refuse</strong> me then? &quot; # &quot; Yes, Gabriella. You'll practice your art</td>
</tr>
<tr>
<td>4</td>
<td>2012</td>
<td>MAG</td>
<td>TodaysParent to you. He might not be a teaser, but he might kick or <strong>refuse</strong> to share, or tattle and get his brother in trouble. Often the sore</td>
</tr>
<tr>
<td>5</td>
<td>2012</td>
<td>MAG</td>
<td>USAToday Legg confronted a Maryland twaw IhlMpenmitled the state's Handgun Permit Review Board to <strong>refuse</strong> a gun permit to anyone (he board believed failed to demonstrate &quot; good and</td>
</tr>
<tr>
<td>6</td>
<td>2012</td>
<td>MAG</td>
<td>WashMonth to Perry, Gingrich, and Santorum. The challenge to the media is to <strong>refuse</strong> to let itself or the public be fooled in the process so that, by</td>
</tr>
<tr>
<td>7</td>
<td>2012</td>
<td>NEWS</td>
<td>USAToday (1) just liberals who oppose spending cuts. Conservative members of Congress from farm states <strong>refuse</strong> to allow major cuts in farm subsidies, an antiquated program born back in the</td>
</tr>
<tr>
<td>8</td>
<td>2012</td>
<td>ACAD</td>
<td>ForeignAffairs . for example, they publicly exaggerate the resulting civilian deaths. Meanwhile, they <strong>refuse</strong> to give the United States permission to conduct commando raids in Pakistan, swearing that</td>
</tr>
<tr>
<td>9</td>
<td>2012</td>
<td>SPOK</td>
<td>NBC_Today next... KOTB: Yes. Can your pediatrician refuse to treat your child if you <strong>refuse</strong> to have your child vaccinated? That's a debate we're going to have</td>
</tr>
<tr>
<td>10</td>
<td>2012</td>
<td>FIC</td>
<td>Storyworks mermaid this year. &quot; # I almost laugh, knowing that Dad would never <strong>refuse</strong> Sam's request. # But Tm too upset to laugh. # Sam goes</td>
</tr>
<tr>
<td>11</td>
<td>2012</td>
<td>FIC</td>
<td>AntiochRev Lend me ten till Saturday. &quot; Since I detested the man I could not <strong>refuse</strong> him the money. And he was gone next day. Recently I told the</td>
</tr>
<tr>
<td>12</td>
<td>2011</td>
<td>NEWS</td>
<td>CSMonitor . &quot; # The anti-union story line, among other things, says that unions <strong>refuse</strong> to allow student test scores to be a factor in major teacher evaluations. It</td>
</tr>
<tr>
<td>13</td>
<td>2011</td>
<td>NEWS</td>
<td>Denver shape. # As Denver Restaurant Week gets underway, we found five chefs who <strong>refuse</strong> to let the demands of their jobs interfere # with their physical and mental fitness</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Journal/Title</td>
<td>Text</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14</td>
<td>2011</td>
<td>ACAD JournalSchoolHealth</td>
<td>Faculty reported, &quot;We have a system in place that is consistent. We refuse to let that go.&quot; A new administrator has helped increase perceptions of safety.</td>
</tr>
<tr>
<td>15</td>
<td>2011</td>
<td>FIC Bk:BondNeverBroken</td>
<td>a local farmer to supply eggs for the bakery, he'd been unable to refuse Mrs. Becroft's request. &quot;They need our help,&quot; he'd told.</td>
</tr>
<tr>
<td>16</td>
<td>2011</td>
<td>FIC Bk:DreamsJoy</td>
<td>&quot;#&quot; &quot; But -- &quot; # The line goes dead. # I refuse to allow my fury with and disappointment in Joe to shake me # from my .</td>
</tr>
<tr>
<td>17</td>
<td>2011</td>
<td>FIC Bk:TamedByHighlander</td>
<td>. She was a lass. What the hell kind of reason was that to refuse to let her return home in the morning with the rest of her kin?</td>
</tr>
<tr>
<td>18</td>
<td>2011</td>
<td>MAG America</td>
<td>church and continue to do so today. In politics I'm an independent and refuse to allow anyone to diminish my ability to hear the Gospel or deprive me of .</td>
</tr>
<tr>
<td>19</td>
<td>2011</td>
<td>MAG Bicycling</td>
<td>the oldest rider out there, # ((pullquote)): # I REFUSE TO LET MYSELF RIDE IN A COMFORT ZONE, AS IF I HAVE NOTHING MORE</td>
</tr>
<tr>
<td>20</td>
<td>2011</td>
<td>MAG Bicycling</td>
<td>this fight against the clock. But for however long that is, I will refuse to let myself ride in a comfort zone, as if I have nothing more</td>
</tr>
<tr>
<td>21</td>
<td>2011</td>
<td>NEWS CSMonitor</td>
<td>previous five years. # Women are also using Facebook to campaign against fathers who refuse to let them marry. Hundreds joined a group called &quot;EnoughAdhl! &quot;</td>
</tr>
<tr>
<td>22</td>
<td>2011</td>
<td>SPOK NPR_TalkNat</td>
<td>an example that scientists cling on to a kind of particular school of thought and refuse to let go even though there is evidence which is beginning to contradict them.</td>
</tr>
<tr>
<td>23</td>
<td>2011</td>
<td>SPOK CNN_Grace</td>
<td>court, before an Aruban judge. We also learn that he and his lawyer refuse to give DNA to Aruban police in the search for Robyn Gardner. But then</td>
</tr>
<tr>
<td>24</td>
<td>2011</td>
<td>SPOK CBS_Early</td>
<td>KATIE-LINENDOLL: That's correct. And I've called them every single day and they refuse to give any information. But what we do know is coming probably going to</td>
</tr>
<tr>
<td>25</td>
<td>2011</td>
<td>FIC Analog</td>
<td>are now trained upon your remaining ships. You are hardly in a position to refuse our demands. Relations between the Hegemony and your Syndicate are of</td>
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</table>
3. The Third Meaning of *Refuse*

<table>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:KillSwitch</td>
<td>Proving he was more than just a highly paid mercenary, Curtin would not only <em>refuse</em> to commit what amounted to perjury, but he also offered in each case to</td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:Timeless</td>
<td>for some pretty peculiar genealogy, I must say. &quot; No wonder the vampires <em>refuse</em> to metamorphose those with children. Very tidy of them. Vampires preferred to have</td>
</tr>
<tr>
<td>3</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:UntilNextTimeNovel</td>
<td>Shows you how easy it is to hide the past and change history when people <em>refuse</em> to remember. As I opened the journal once more, a newspaper clipping fluttered</td>
</tr>
<tr>
<td>4</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:WickedCityZephyr</td>
<td>tingled at just the thought of Amir. That was more than enough reason to <em>refuse</em> to contemplate any wishes but my own. # * * * # A half-hour</td>
</tr>
<tr>
<td>5</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:LastRefugeDewey</td>
<td>Allaire. &quot; I gave you my answer two days ago, Tim. I <em>refuse</em> to sit down with the president of Iran. It's that simple. &quot;</td>
</tr>
<tr>
<td>6</td>
<td>2011</td>
<td>NEWS</td>
<td>NYTTimes</td>
<td>the most robust surge in filmmaking since the 1960s. France, Italy and Germany <em>refuse</em> to be ignored. # And then there is Greece. Your hazy recollections of</td>
</tr>
<tr>
<td>7</td>
<td>2012</td>
<td>MAG</td>
<td>ChristCentury</td>
<td>and keep you... &quot; It felt strange, but I wasn't about to <em>refuse</em> to pray over someone's life. I spent some of my formative years in</td>
</tr>
<tr>
<td>8</td>
<td>2012</td>
<td>MAG</td>
<td>Esquire</td>
<td>1915 to 1923. Turkey threatens to recall ambassadors, close air bases, and <em>refuse</em> to trade with nations who properly recognize the genocide. To be the</td>
</tr>
<tr>
<td>Year</td>
<td>Source</td>
<td>Text</td>
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</tr>
<tr>
<td>2012</td>
<td>HarpersBazaar</td>
<td>You'll feel committed to responsibilities you couldn't possibly abandon, but you must <strong>refuse</strong> to get drawn into any conflicts. There is a peaceful route through...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>MensHealth</td>
<td>be putty in your hands! # 4. Let them haggle # If you <strong>refuse</strong> to budge on price, you'll risk the sale. <strong>Know your true bottom</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>MotherJones</td>
<td>forced into prostitution in the United States- and the right of the Catholic Church to <strong>refuse</strong> to provide them with access to birth control and abortion. # Thanks to legislation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>PsychToday</td>
<td>substance abusers- whether the substance is alcohol, prescription drugs, or illicit drugs- who <strong>refuse</strong> to get help for the problem. # &quot;An addict's primary loyalty is...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Redbook</td>
<td>eventually it all winds up where it's supposed to. # Parents in France <strong>refuse</strong> to play short-order chef. Children are offered only &quot;adult food&quot; from a...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>RollingStone</td>
<td>to. The grown-ups in the party establishment and their lackeys in the press simply <strong>refuse</strong> to take Paul seriously, which is part of the reason Paul is so extraordinarily...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Shape</td>
<td>&quot;You can make up for it by adjusting your calorie intake. I <strong>refuse</strong> to torture myself if I don't make it to the gym. I know...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Smithsonian</td>
<td>who captured our imagination. Sidebar # &quot;It is splendid to have people who <strong>refuse</strong> to recognise difficulties,&quot; Scott (above) wrote early in the expedition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>MotherEarth</td>
<td>the seeds they needed to do truly independent research. Moreover, the agrochemical companies <strong>refuse</strong> to release their own research, citing concern that &quot;proprietary information&quot; could be...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>MotherEarth</td>
<td>Help combat seed industry monopolies and build local food security by supporting local growers who <strong>refuse</strong> to use GM products, and work to pass food sovereignty laws in your community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>NPR_FreshAir</td>
<td>'s sunny but in this heart of mine the world is gloomy, the sun <strong>refuse</strong> to shine. I've...</td>
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<td></td>
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<tr>
<td>No</td>
<td>Year</td>
<td>Register</td>
<td>Source</td>
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</tr>
<tr>
<td>20</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:ScrapbookSecrets</td>
<td>done the best that I could do all for you</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I'm still here, walking the same street, the same path. I <strong>refuse</strong> to die. &quot; # Beatrice would not allow her daughter -- or anyone --</td>
</tr>
<tr>
<td>21</td>
<td>2012</td>
<td>FIC</td>
<td>Bk:WickedCityZephyr</td>
<td>too dangerous for vampires and humans alike. Which explained why Aileen thought I would <strong>refuse</strong> to set foot in any establishment that served the brew. # But the truth</td>
</tr>
<tr>
<td>22</td>
<td>2012</td>
<td>MAG</td>
<td>Cosmopolitan</td>
<td>spend the day energizing myself in the city, &quot; she says. &quot; I <strong>refuse</strong> to think about my writing until I head home. &quot; # Emily Heyward,</td>
</tr>
<tr>
<td>23</td>
<td>2012</td>
<td>MAG</td>
<td>MotherJones</td>
<td>this little brick of anxiety settled in my chest while I wondered if someone would <strong>refuse</strong> to work with me, would stop being nice, would start being weird,</td>
</tr>
<tr>
<td>24</td>
<td>2012</td>
<td>NEWS</td>
<td>AssocPress</td>
<td>, but they remain skeptical of an Iranian climbdown, especially because Russia and China <strong>refuse</strong> to join the effort. ##</td>
</tr>
</tbody>
</table>

4. **The Forth Meaning of Refuse**

<table>
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<th>Source</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2012</td>
<td>MAG</td>
<td>TownCountry</td>
<td>national borders. &quot; Nothing will stop us,&quot; Hlne promises. &quot; We <strong>refuse</strong> to have Louis Renault remembered as a collaborator for eternity. It's our duty</td>
</tr>
</tbody>
</table>

B. **As an Intransitive Verb**

<table>
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<th>Year</th>
<th>Register</th>
<th>Source</th>
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</thead>
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<td>1</td>
<td>2012</td>
<td>MAG</td>
<td>TownCountry</td>
<td>3,700-acre estate in Lazio, an hour north of Rome, I therefore could not <strong>refuse</strong>. #</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>On hunting trips in the southern U.S., the more enthusiastic snore you</td>
</tr>
</tbody>
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87
<table>
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<th>ID</th>
<th>Year</th>
<th>Source</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2012</td>
<td>MAG</td>
<td>TownCountry. If it is still technically optional, it's an option you can't refuse. # In a recent debate, moderator John King invoked Romney's father George.</td>
</tr>
<tr>
<td>3</td>
<td>2012</td>
<td>NEWS</td>
<td>AssocPress. # Chief Deputy Rusty Thomas defended the practice, saying applicants have a right to refuse. But no one has ever done so. Thomas said that &quot; speaks well</td>
</tr>
<tr>
<td>4</td>
<td>2012</td>
<td>NEWS</td>
<td>USA Today. federal funding is &quot; coercive &quot; by luring states into an offer they can't refuse. They say it also will pull others into Medicaid who already qualify but have</td>
</tr>
<tr>
<td>5</td>
<td>2012</td>
<td>NEWS</td>
<td>SanFranChron. &quot; San Francisco has given the Warriors a waterfront offer that they could not refuse, &quot; Blackwell said Tuesday. &quot; And in the end, we will leave</td>
</tr>
<tr>
<td>6</td>
<td>2012</td>
<td>SPOK</td>
<td>CNN_Showbiz. have a glass of wine. &quot; I'm, like, no, I refuse. UNIDENTIFIED-FEMAL: Right. POLIZZI: Because I'm going to be that person that has</td>
</tr>
<tr>
<td>7</td>
<td>2012</td>
<td>FIC</td>
<td>FantasySciFi. Is it something you can handle? &quot; # He's expecting me to refuse, maybe even call station security. Away from his region of space, the</td>
</tr>
<tr>
<td>8</td>
<td>2012</td>
<td>FIC</td>
<td>FantasySciFi. you can do to ease my passing. &quot; # Fleur knew she could not refuse now, and she bowed her head. # &quot; I am already too weak</td>
</tr>
<tr>
<td>9</td>
<td>2012</td>
<td>FIC</td>
<td>FantasySciFi. America, and then this place. She felt dizzy. &quot; What if I refuse? &quot; # &quot; Then you'll have confirmed that you are unwilling to help</td>
</tr>
<tr>
<td>10</td>
<td>2012</td>
<td>FIC</td>
<td>AmericanScholar. join our sales sta &quot; and work his way up. I knew he might refuse, but you'd have thought selling Jaguars was a crime against humanity by the</td>
</tr>
<tr>
<td>11</td>
<td>2011</td>
<td>NEWS</td>
<td>Chicago. By 1991, Chico told Guthman he had received &quot; an offer I can't refuse &quot; - deputy mayoral chief of staff, Guthman said. It required moving from</td>
</tr>
<tr>
<td>12</td>
<td>2011</td>
<td>NEWS</td>
<td>NYT times. May I have some weapons-grade Pu-239, please? I would be helpless to refuse. I put Mira's honey back on the counter and we go through another</td>
</tr>
<tr>
<td>13</td>
<td>2011</td>
<td>NEWS</td>
<td>NYT times. I'm always, like, bargaining with them to slow down. And sometimes they refuse, as if, for instance -- oh, I don't know -- they</td>
</tr>
<tr>
<td>14</td>
<td>2011</td>
<td>ACAD</td>
<td>Humanist. was asking a lady out on a date, but that she was about to refuse. Bruno would then ask her, deadpan, whether she was about to make</td>
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<td>15</td>
<td>2011</td>
<td>ACAD</td>
<td>disClosure</td>
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<td></td>
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<td></td>
<td>When she is advised to press charges against her attacker, Hazel is quick to <strong>refuse</strong>, thereby demonstrating the fears often felt by many women in real-life: # pqp (to do sth)</td>
</tr>
<tr>
<td>16</td>
<td>2011</td>
<td>FIC</td>
<td>Analog</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>with Wolf. You are the offer we're not supposed to be able to <strong>refuse</strong>. &quot; &quot; By selling - &quot; She frowns. &quot; You said by selling</td>
</tr>
<tr>
<td>17</td>
<td>2011</td>
<td>FIC</td>
<td>Bk:Lady-Protector</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>I haven't said anything. &quot; &quot; He'd be a fool to <strong>refuse</strong>. &quot; &quot; That's why I haven't said anything. &quot; Salyna merely</td>
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<tr>
<td>18</td>
<td>2011</td>
<td>FIC</td>
<td>Bk:SomeLikeThemRich</td>
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<td></td>
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<td>Right and finding Mr. Wrong. Well, I had a deal she couldn't <strong>refuse</strong>. Not that I would let her. Jack was instrumental for my campaign,</td>
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<td>19</td>
<td>2011</td>
<td>FIC</td>
<td>Bk:DeadlyThreads</td>
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<td></td>
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<td>and move to the Bahamas. She'd made me an offer I couldn't <strong>refuse</strong>, and overnight, we were in the vintage clothing business. I was taking</td>
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<tr>
<td>20</td>
<td>2011</td>
<td>FIC</td>
<td>Bk:HighlandMaster</td>
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<td>he could speak, she said; &quot; Don't be so daft as to <strong>refuse</strong>. Someone wickedly attacked you, and that arrow knocked you headfirst against yon tree</td>
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<td>21</td>
<td>2011</td>
<td>MAG</td>
<td>MotherJones</td>
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<td>have the abortion, she had to have the abortion. She just continued to <strong>refuse</strong>. They then made her a promise: They said, If you get the</td>
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<td>22</td>
<td>2011</td>
<td>MAG</td>
<td>EEnvironmental</td>
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<td></td>
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<td>underneath your property.' Sort of one of those deals you can't really <strong>refuse</strong>. &quot; # Nor were XTO representatives particularly honest with the couple prior to drilling</td>
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<td>23</td>
<td>2011</td>
<td>MAG</td>
<td>Atlantic</td>
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<td></td>
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<td>offer to the national candidates-with all that it implies- may be one they dare not <strong>refuse</strong>. Sidebar # Bob Vander Plaats (right) arrives with Ron Paul at Iowa</td>
</tr>
<tr>
<td>24</td>
<td>2011</td>
<td>NEWS</td>
<td>Denver</td>
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<td></td>
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<td>in budget cuts for every $1 in tax hikes, which all the GOP candidates <strong>refuse</strong>. That is because it never becomes reality. We get the $1 in tax</td>
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<tr>
<td>25</td>
<td>2011</td>
<td>FIC</td>
<td>Bk:TamedByHighlander</td>
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<td>escape his guilt over leaving? He asked me to come here knowing I would <strong>refuse</strong>. &quot; # &quot; Well. &quot; Her brother gave her hand a gentle squeeze (to do sth)</td>
</tr>
</tbody>
</table>
C. Another Meaning of *Refuse*

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<tr>
<th>No</th>
<th>Year</th>
<th>Register</th>
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<th>Token</th>
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<tbody>
<tr>
<td>1</td>
<td>2011</td>
<td>FIC</td>
<td>Bk:Undertow</td>
<td>asked the Cutters. Sam had never asked her for anything. How could she <em>refuse</em> him this? Pros: working on an engine that really needed her. She</td>
</tr>
<tr>
<td>2</td>
<td>2011</td>
<td>MAG</td>
<td>HarpersBazaar</td>
<td>moon about Tom's return. He sent this e-mail, and I couldn't <em>refuse</em> him, even though I'm the shyest person on earth. I trust Tom.</td>
</tr>
</tbody>
</table>
Appendix B: The Tokens of Reject

1. The First Meaning of Reject

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<tr>
<th>No</th>
<th>Year</th>
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<tbody>
<tr>
<td>1</td>
<td>2012</td>
<td>SPOK</td>
<td>ABC_ThisWeek</td>
<td>she's forfeited the good things that she did in her life. I just reject that on a human level. JAKE-TAPPER-1-ABC# (Off-camera) Clarence, you don't think that</td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>SPOK</td>
<td>ABC_ThisWeek</td>
<td>but the President sat on our set, talking to you, saying I categorically reject the idea that this is a tax. I think you'll appear on the</td>
</tr>
<tr>
<td>3</td>
<td>2012</td>
<td>SPOK</td>
<td>ABC_ThisWeek</td>
<td>. And that's a good debate to have. GEORGE-STEPHANOPOU# (Off-camera) But you completely reject his argument? TIMOTHY-GEITHNER-# Oh, it's a ridiculous argument. Ridiculous. It</td>
</tr>
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<td>4</td>
<td>2012</td>
<td>SPOK</td>
<td>Fox_Susteren</td>
<td>, they have to be thinking about what to do in the case that voters reject these taxes. VAN-SUSTEREN: All right, well, what is the plan? If</td>
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<tr>
<td>5</td>
<td>2012</td>
<td>SPOK</td>
<td>Fox_Baier</td>
<td>$6 billion in automatic spending cuts, most of them from education, if voters reject his proposed tax increases. Brown is already calling for more than $8 billion in</td>
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<tr>
<td>6</td>
<td>2012</td>
<td>SPOK</td>
<td>PBS_NewsHour</td>
<td>Greek people that they actually can not have it both ways. They can't reject austerity and hope to stay in the European Union. If they reject austerity,</td>
</tr>
<tr>
<td>7</td>
<td>2012</td>
<td>SPOK</td>
<td>PBS_NewsHour</td>
<td>is scrambling now to get back. What does Mitt Romney do? Does he reject the president's action? Does he promise to repeal it? Does he promise</td>
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<td>8</td>
<td>2012</td>
<td>SPOK</td>
<td>NPR_FreshAir</td>
<td>more than two million jobs, there are some economists on the conservative side who reject those ideas completely and say that it's really, you know, it's</td>
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<tr>
<td>9</td>
<td>2012</td>
<td>FIC</td>
<td>the way the heart shines. I see a brightness around them. You'll <strong>reject</strong> the word, Dominic, I know, but I see them as luminous.</td>
<td></td>
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<tr>
<td>10</td>
<td>2012</td>
<td>FIC</td>
<td>minifusion. But those are finicky systems, and some rich people are ideologues who <strong>reject</strong> nukes. Trouble is, fossil fuel engines and fuel cells are not so good</td>
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<td>11</td>
<td>2012</td>
<td>FIC</td>
<td>for all the secrets he keeps for her parents. It is her habit to <strong>reject</strong> or ignore every kindness offered by this man. # Now he is telling a</td>
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<tr>
<td>12</td>
<td>2012</td>
<td>FIC</td>
<td># Jones essayed, &quot; Atheists, then? Or - &quot; # &quot; We <strong>reject</strong> your labels, &quot; the giant said firmly. &quot; No offense, Doc Jones</td>
<td></td>
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<tr>
<td>13</td>
<td>2012</td>
<td>FIC</td>
<td>priest - a dark, bulgy-eyed man who in his sermons encouraged the people to <strong>reject</strong> the regime and starvation in favor of revolution and food. I took my face</td>
<td></td>
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<tr>
<td>14</td>
<td>2012</td>
<td>MAG</td>
<td>I give in to my anxieties, I neglect the witness of scripture. I <strong>reject</strong> Christ's teaching to consider the lilies of the field. As I fear the</td>
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<tr>
<td>15</td>
<td>2012</td>
<td>MAG</td>
<td>, B and C is not fundamentally different from saying? urge the church to <strong>reject</strong> your nomination because we disagree on X, Y and Z.' Both responses point</td>
<td></td>
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<tr>
<td>16</td>
<td>2012</td>
<td>MAG</td>
<td>, as a senior advisor to his 2012 campaign. # Obama's decision to <strong>reject</strong> approval for the pipeline indicates the industry's influence on the executive branch may be</td>
<td></td>
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<tr>
<td>17</td>
<td>2012</td>
<td>MAG</td>
<td>sovereignty at sea. The U.S. is one of only a handful of countries to <strong>reject</strong> the treaty, but China's recent maritime assertiveness has made many in Washington look</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>2012</td>
<td>MAG</td>
<td>my wife, Karel, and I get out of sync. She seems to <strong>reject</strong> sex at totally inexplicable times, and want it at all the wrong ones.</td>
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<tr>
<td>19</td>
<td>2012</td>
<td>NEWS</td>
<td>Machinists Local 776 in Fort Worth began Monday after union members voted overwhelmingly Sunday to <strong>reject</strong> the company's latest contract offer. The union represents about a quarter of Lockheed</td>
<td></td>
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<tr>
<td>20</td>
<td>2012</td>
<td>NEWS</td>
<td>of 2008. Hopefully, they will be joined by equally clear-minded men who will <strong>reject</strong> Obama's false utopian promises and retire him to his beloved golf</td>
<td></td>
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</table>
courses. # 

21 2011 SPOK NPR_TalkNat joins us to recap the week in politics. This week, voters in Colorado reject taxes left and right. New polls put Herman Cain in front in Iowa and

22 2012 NEWS CSMonitor the military council ruling Egypt until power is transferred to a civilian president, to reject the constitution and refuse to put it to a referendum, furthering Egypt's political

23 2011 NEWS SanFranChron Brown, however, did not propose having those cuts take effect if voters reject taxes. # " I'm proposing what should happen. If that's rejected

24 2011 SPOK ABC_ThisWeek we care? COKIE-ROBERTS-1-A# (Off-camera) Well, I should just say that they did then reject that money and sent internal e-mails basically saying this is totally unacceptable. We have

25 2012 ACAD MiddleEastQ understand the motivation to take up arms or call for military intervention, we specifically reject this position as we find it unacceptable politically, nationally, and ethically. Militarizing

26 2011 NEWS Denver economy a powerful boost. # That's one reason why our U.S. senators should reject the budget bill the House is pushing. The bill would slash conservation funding and

27 2011 NEWS NYTimes to the Tea Party,' said his spokesman, Mark Helmke. " We reject that premise.' # Mr. Holwager argued that there is a disconnect between Tea

28 2012 NEWS CSMonitor ideological issues and strike a deal. # Ayatollah Khamenei is torn between hard-liners who reject any agreement with the West in principle - his own rhetoric has long pointed in

29 2011 SPOK PBS_NewsHour your coalition partner, Deputy Prime Minister Nick Clegg, he says the decision to reject the E.U. agreement was -- quote -- " bad for Britain " and Britain is

30 2011 SPOK PBS_NewsHour And we talk with British Foreign Secretary William Hague about his country's decision to reject an agreement aimed at fixing Europe's debt crisis. WILLIAM-
HAGUE-Bri: "In Europe, prove this. You have a birth certificate. You have an announcement. They reject the truth. They don't want the truth to be true. Why do you reject those beliefs? REP-CANTOR: I... MR-GREGORY: As a leader in our Congress, has significant implications for those who drive for a living and many patients will initially reject the idea out of hand. # Alternative options at this stage are glitazones... (a panel appointed by the governor and lawmakers, also will have the power to reject or accept the proposal. # Gov. Jerry Brown has pushed for some type of the idea. Half of my joy balloons popped at that thought, but I... some form of the powder safely? " # I was prepared for her to reject the idea out of hand, in which case I had rehearsed my argument. of which $10,000 came from his own pocket. As part of his pledge to reject special-interest money, Roemer has said he will not take PAC donations and will limit... or in a room talking about his problems. # 4. Idea evolves to reject the idea of doing a documentary film but to change it into a feature film... to apportion blame for this terrible event. President Reagan said, " We must reject the idea that every time a law's broken, society is guilty, rather..." and Peru's as the original (Andina 2007). Why Peru would reject this offer is an
| 43 | 2011 | ACAD | ForeignAffairs | important question, especially given that other countries with similar transborder treatment of enemy combatants captured in unconventional conflicts, both wings of the Tea Party **reject** liberal internationalist ideas and will continue to do so. The U.S. Senate, in |
| 44 | 2011 | NEWS | USAToday | a long time to shift. " # It's not that potential car buyers **reject** the idea of being *green*. Most love the idea -- until it involves the |
| 45 | 2011 | ACAD | PracticeNurse | options available? # Patient preferences may conflict with the prevailing evidence or they may **reject** a treatment because they do not understand the risks or benefits correctly. Some of |
| 46 | 2011 | NEWS | AssocPress | in place. # In Oklahoma, for example, the EPA is likely to **reject** a proposal, state officials say, after the state determined it wasn't cost-effective |
| 47 | 2011 | ACAD | CommCollegeR | School Class of 1972 (NLS-72). In all specifications, they failed to **reject** the hypoth- esis of equivalence, indicating that sheepskin effects were not evident. Finally |
| 48 | 2011 | SPOK | PBS_NewsHour | Congress over extending the payroll tax cut continued. Senate Democrats made clear they will **reject** a House Republican bill. It would extend the tax cut, but would also |
| 49 | 2011 | NEWS | AssocPress | benefits for two months. # A " yes " vote is a vote to **reject** the bill. # Voting yes were 0 Democrats and 229 Republicans. # Voting |
| 50 | 2011 | SPOK | CBS_NewsEve | conversation again in six months is reason enough for every member of this chamber to **reject** that bill. CORDES: As the nation's biggest banks begged Congress for compromise warning |
2. The Second Meaning of *Reject*

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<tbody>
<tr>
<td>1</td>
<td>2012</td>
<td>NEWS</td>
<td>AssocPress</td>
<td>has thrown out her files and cut off her company email, gotten employees to <strong>reject</strong> her requests for information on the company's finances and activities, fired the company.</td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>NEWS</td>
<td>CSMonitor</td>
<td>Lawyers for Mr. Rumsfeld and the other military officials, urged the high court to <strong>reject</strong> the appeal. # &quot; Petitioners seek to provide enemy combatants fighting against the United</td>
</tr>
<tr>
<td>3</td>
<td>2012</td>
<td>ACAD</td>
<td>LibraryResources</td>
<td>from Summit and WorldCat to avoid ILL requests, they decided it was simpler to <strong>reject</strong> the few incoming loan requests when they were made. # Using PCC Vendor Neutral</td>
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<tr>
<td>4</td>
<td>2012</td>
<td>ACAD</td>
<td>MiddleEastQ</td>
<td>the context in which a jihadist attack is perpetrated, they are more likely to <strong>reject</strong> an insanity plea. &quot; The jury held that holding extremist views does not make</td>
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<td>5</td>
<td>2011</td>
<td>NEWS</td>
<td>SanFranChron</td>
<td>, in particular Pacific Gas and Electric Co. TURN often urges the commission to <strong>reject</strong> PG&amp;E's requests for rate hikes, usually without success. # Sandoval's expertise</td>
</tr>
<tr>
<td>6</td>
<td>2011</td>
<td>ACAD</td>
<td>ForeignAffairs</td>
<td>el-Fatouh, will draw away significant numbers of supporters, while disaffected youth activists will <strong>reject</strong> the Guidance Office's orders on how to vote. These tensions, they argue</td>
</tr>
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<td>7</td>
<td>2011</td>
<td>SPOK</td>
<td>PBS_NewsHour</td>
<td>a two-week- long protest at the White House, hoping to persuade the administration to <strong>reject</strong> the permit request. About 1,000 people were arrested. A few days into the</td>
</tr>
<tr>
<td>8</td>
<td>2011</td>
<td>FIC</td>
<td>NewStatesman</td>
<td>the paperwork (some of it in English) in order definitively and legally to <strong>reject</strong> any further demands for maintenance from her or her heirs. This must be possible</td>
</tr>
<tr>
<td>9</td>
<td>2011</td>
<td>NEWS</td>
<td>CSMonitor</td>
<td>: Jerusalem belongs to the Jews. # Not so, say Palestinians, who <strong>reject</strong> Israel's demand for exclusive control of Jerusalem. The ancestral roots of today's</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
3. The Third Meaning of *Reject*

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<tr>
<td>1</td>
<td>2012</td>
<td>SPOK</td>
<td>ABC_ThisWeek</td>
<td>assumption on many parts, that the evangelical vote in South Carolina would naturally perforce <strong>reject</strong> the Mormon candidate, hasn't happened. GEORGE-STEPHANOPOLUS (Off-camera) That's exactly what I</td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>SPOK</td>
<td>CNN_DrDrew</td>
<td>everyone's so fearful. They are afraid if you confront them then they'll <strong>reject</strong> you and you'll never be able to reach them again. PINSKY: Right.</td>
</tr>
<tr>
<td>3</td>
<td>2012</td>
<td>SPOK</td>
<td>NBC_MeetPress</td>
<td>advisers, people like President Obama. MR-MURPHY: Mm-hmm. MR-GREGORY: They don't want to <strong>reject</strong> him necessarily, but they want to... MR-MURPHY: Right. MR-GREGORY: They're certainly</td>
</tr>
<tr>
<td>4</td>
<td>2012</td>
<td>SPOK</td>
<td>CNN Newsroom</td>
<td>raised the debt ceiling. By today's standards, the Republican party would <strong>reject</strong> him. And that's because, Ana made an important point about the inconsistencies</td>
</tr>
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<td>5</td>
<td>2012</td>
<td>MAG</td>
<td>ChristCentury</td>
<td>have no ability to sin nor moral conscience, do not have an ability to <strong>reject</strong> Jesus, ” therefore they get a free pass to heaven (USA Today,</td>
</tr>
<tr>
<td>6</td>
<td>2012</td>
<td>MAG</td>
<td>NGKids</td>
<td>the rescue team carries him to the water. Hassard worries that the pod may <strong>reject</strong> Nari after such a long absence. That concern vanishes when Nari's friend Echo</td>
</tr>
<tr>
<td>7</td>
<td>2012</td>
<td>NEWS</td>
<td>Atlanta</td>
<td># That makes long-term joblessness a problem that feeds on itself. When employers <strong>reject</strong> someone who has been out of work awhile, it only adds to the time</td>
</tr>
<tr>
<td>8</td>
<td>2012</td>
<td>NEWS</td>
<td>Denver</td>
<td>voters, faced with too many ways to legalize marijuana through the ballot, may <strong>reject</strong> them all. Removing marijuana from Schedule I will not legalize it, but will</td>
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<tr>
<td>9</td>
<td>2012</td>
<td>NEWS</td>
<td>CSMonitor</td>
<td>Among them is the guaranteed issue provision, a requirement that insurance companies may not <strong>reject</strong> a potential customer based on a prior medical condition</td>
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or history. Another, the

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<th>Year</th>
<th>Source</th>
<th>Text</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>2012</td>
<td>ACAD JournalAmerican</td>
<td>Buck suggests, American indifference is as bad as Asian hostility. Those who reject these children are &quot;small-minded, narrow-hearted, prejudiced&quot; individuals, &quot;Un-American Americans&quot;</td>
</tr>
<tr>
<td>11</td>
<td>2011</td>
<td>NEWS AssocPress</td>
<td>trustworthy or is too kooky. &quot; # If die-hard conservatives believe crucial independent voters would reject Perry in November 2012, Galen said, they may turn to Romney or others</td>
</tr>
<tr>
<td>12</td>
<td>2011</td>
<td>ACAD Humanist</td>
<td>if a part of him wasn't convinced that God really did reject him, he might rise up and fight back. If someone had pressed into</td>
</tr>
<tr>
<td>13</td>
<td>2011</td>
<td>ACAD CommCollegeR</td>
<td>to elite and other 4-year institutions are sorted before admission, as colleges accept or reject them according to their test scores and other criteria. Less-advantaged students are sorted after</td>
</tr>
<tr>
<td>14</td>
<td>2011</td>
<td>ACAD MiddleEastQ</td>
<td>Washington, D.C., Dec. 2, 2010. # 28 &quot; Saudi Arabians Overwhelmingly Reject Bin Laden, Al Qaeda, Saudi Fighters in Iraq, and Terrorism; Also</td>
</tr>
<tr>
<td>15</td>
<td>2011</td>
<td>ACAD AmerScholar</td>
<td>have so often been needlessly bitter about him and how many others who seemed to reject me out of hand -- I seize this irremediable opposition between us, to</td>
</tr>
<tr>
<td>16</td>
<td>2011</td>
<td>SPOK CNN_DrDrew</td>
<td>that taught me how to parent, I learned how to shame my daughter and reject her in a way that I don't think Christ ever would. And Mary</td>
</tr>
<tr>
<td>17</td>
<td>2011</td>
<td>SPOK CNN_DrDrew</td>
<td>for their kids. It's horrible for the families when they're talk to reject and shame their kids, and the kinds wind up leaving home. One guy</td>
</tr>
<tr>
<td>18</td>
<td>2011</td>
<td>SPOK ABC_20/20</td>
<td>, she insists they've known all along about their children and instead chose to reject them, until recently. BOBBI-ANN-FINLEY-# Shane, I sent him pictures after the baby</td>
</tr>
<tr>
<td>19</td>
<td>2011</td>
<td>SPOK CNN_Cooper</td>
<td>that has been created by -- you have Mitt Romney, which grassroots voters absolutely reject Mitt Romney. He has a very moderate record. He has a very inconsistent</td>
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<td>Year</td>
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<td>Section</td>
<td>Author</td>
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</table>
| 2011 | 20    | SPOK    | CNN_Behar | BEHAR: Is she religious? WRIGHT: That's what tells her she needs to reject me, is what she thinks she understands from religion. And she thinks I...
| 2011 | 21    | SPOK    | CNN_Behar | no doubt, but a lot of parents are being told by their churches to reject their children. And although I had a very tough day the day my mom...
| 2011 | 22    | MAG     | ChristCentury | be allowed, but if they are going to use that line of reasoning to reject us, they should be consistent. " # James Fitz, Dayton's vice...
| 2011 | 23    | MAG     | Essence | I've found there are three main reasons for rejection: # 1. People reject us when we exceed their expectations. # Ever wonder if you weren't hired...
| 2011 | 24    | MAG     | Essence | for other options that may be just right for you. # 2. People reject us when the timing is off. # Your sister won't float you a...
| 2011 | 25    | MAG     | Essence | or going back to school to pursue a higher degree. # 3. People reject us when we don't meet their expectations. # This is the most common...
| 2011 | 26    | MAG     | Essence | they're not the real deal. # WHAT YOU NEED... # Before you reject a person, spend time with him or her, and find out if he...
| 2011 | 27    | MAG     | USAToday | might be orbiting stars at great distances and that the parent stars really did not reject and eject their children. Rather, the parent star is so far away that...
| 2011 | 28    | NEWS    | NYTimes | , the chamber's No. 3 Democrat, said on MSNBC that the Senate would reject all riders concerning Planned Parenthood and the E.P.A. # For many Republicans, particularly...
| 2011 | 29    | NEWS    | WashPost | New Jersey, New York and Pennsylvania. # State guidelines call for schools to reject out-of-state undergraduates if that population rises above 25 percent, but state officials have never...
| 2011 | 30    | FIC     | Framework | diffi cult. The painters either modify the use of these familiar images or reject them completely, often evolving a style of complete abstraction. The film repeats...
| 2011 | 31    | MAG     | ChristCentury | religious identity do not make sense to him, but he is careful not to reject them out of hand. " Lots of things are hard to imagine and are...
4. The Forth Meaning of **Reject**

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<tr>
<td>1</td>
<td>2011</td>
<td>ACAD</td>
<td>JSpeechLanguage</td>
<td>speaker, the child will be able to perceive smaller acoustic differences between productions and <strong>reject</strong> some productions as produced badly, whereas such sounds would be acceptable for a low-acuity</td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>SPOK</td>
<td>NBC_Dateline</td>
<td>HANSEN: Is this a dry lab? Dr-PATEL: No, not at all. We <strong>reject</strong> -- we reject products as well. HANSEN: (Voiceover) In this email he blamed us</td>
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5. The Fifth Meaning of **Reject**

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<tr>
<td>1</td>
<td>2012</td>
<td>NEWS</td>
<td>AssocPress</td>
<td>said to loud applause. He said Obama has &quot;radical environmentalist policies &quot; that <strong>reject</strong> robust extraction of oil and gas from many U.S. areas, including the Arctic National</td>
</tr>
<tr>
<td>2</td>
<td>2012</td>
<td>NEWS</td>
<td>SanFranChron</td>
<td>vines, grading them for root length and even spacing. # &quot;I would <strong>reject</strong> this plant, &quot; she said, holding one Friulano sapling, &quot; because it</td>
</tr>
<tr>
<td>3</td>
<td>2012</td>
<td>ACAD</td>
<td>Communications</td>
<td>Policy Framework (SPF) uses the Simple Mail Transfer Protocol (SMTP) to <strong>reject</strong> forged email addresses. Another is DomainKeys Identified Mail (DKIM), verifying the</td>
</tr>
<tr>
<td>4</td>
<td>2011</td>
<td>FIC</td>
<td>Bk:WinHerHeart</td>
<td>adept at finding substitutes, but it still took his brain time to recognize and <strong>reject</strong> the S words that came to mind automatically. # &quot;Mr. Grant, of</td>
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6. The Sixth Meaning of *Reject*

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<tbody>
<tr>
<td>1</td>
<td>2012</td>
<td>ACAD</td>
<td>TechEngineerTeacher</td>
<td>drugs the remainder of his or her life so his or her body does not <strong>reject</strong> the transplanted organ. Besides the expense involved, the drugs reduce the effectiveness of</td>
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7. The Seventh Meaning of *Reject*

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<tbody>
<tr>
<td>1</td>
<td>2011</td>
<td>FIC</td>
<td>Framework</td>
<td>feels superior to him... and for a moment he wants to hate her... <strong>reject</strong> her... but to his surprise she suddenly looks more sensual and beautiful than he</td>
</tr>
<tr>
<td>2</td>
<td>2011</td>
<td>FIC</td>
<td>Framework</td>
<td>door... She is unsure suddenly... Is he going to leave her there... <strong>reject</strong> her? Did she go too far? He is giving her every impression that</td>
</tr>
<tr>
<td>3</td>
<td>2011</td>
<td>SPOK</td>
<td>NBC_Dateline</td>
<td>from me. She turns away each time I kiss her. She continues to <strong>reject</strong> my love towards her. I truly long to serve Jesus, but I became</td>
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