UC Journal, e-ISSN 2774-9401, Vol. 4, No. 2, November 2023, pp. 111-124

UC Journal: ELT, Linguistics and Literature Journal
http://e-journal.usd.ac.id/index.php/UC
Sanata Dharma University, Yogyakarta, Indonesia

FREQUENCIES AND COLLOCATIONS OF DEICTIC VERBS *COME* AND *GO*

Ayu Ratri
Sanata Dharma University, Indonesia
correspondence: gracis.ayu@gmail.com
https://doi.org/10.24071/uc.v4i2.7589
received 29 July 2023; accepted 8 November 2023

Abstract
The focus of this study was to explore the frequencies and collocations analysis in Contemporary American English for the verbs come and go. To conduct the study, the researchers employed quantitative and qualitative methods. Data were collected from the Corpus of Contemporary American English (COCA) and analyzed using Benson et al.'s (1986; 2010) grammatical and lexical collocation types. COCA stores all tokens of academic, fiction, movies, blogs, newspapers, and magazine domains. All occurrences frequency of COCA was retrieved, and 300 tokens consisting of the words come and go were collected. The results showed that the word deictic go was more frequent than the word come in COCA, with a total frequency of occurrence of 55% and 45%, respectively. The type of collocation in the word go also had more variations. The word *go* had nine types of collocation, whereas the word come had seven types of collocations. This study gives applicable and relevant knowledge to non-native speakers of English.

Keywords: American language, COCA, come, deictic verbs, go

Introduction
Presumably, the deictic verbs *come* and *go* and confuse non-native speakers of English. Lupyan and Lewis (2019) say that semantic theory can help non–native English speakers comprehend the difference between the two words that may be used in various contexts. One of the semantic theories is collocation. The collocative theory would assist in determining words that co-occur with the target word. Furthermore, all data on *come and go* stored in a Corpus of Contemporary American English (COCA) website makes non–native English speakers familiar with its use. In other words, the words *come and go* would appear from the corpus data, and the use of deictic verbs would be seen.

Several studies related to the words *come* and *go* have been discussed by several researchers. Wilkins and Hill (1995); and Wilkins and Hills (1995) compared Mparntwe Arrente and Longgu languages. The comparative investigation was implemented to challenge the standard assumptions that words *come* and *go* across languages. It is found that the deictic of the word *go* could not be an inherently deictic expression. However, due to systematic opposition to the word *come*, the non-deictic go expression is often interpreted as deictic in pragmatic attribution. Thus, cross-language investigations related to *come* and *go* need to be

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License

seen by considering its semantics and pragmatics. Abdulrahim's (2013) research is a corpus-based study to determine basic motion verbs in Modern Standard Arabic (MSA). The result revealed the nature of the idiosyncratic construction that characterizes the use of each verbs in various constructions of physical and figurative motion events in words *come* and *go*. Meanwhile, research by Rustan and Andriyanti (2021) explored the high-frequency words in Dolch's list in reading texts. The study revealed that 124 words frequently appeared on Dolch's list in the texts. However, the previous studies still have not clarified the frequency and collocation because those studies only tended to know the use of the basic motion of the words *come* and *go*.

Since limited studies discuss the corpus-based study exhaustively, this present study tried to investigate the occurrence frequency and collocation in contemporary American English by utilizing a corpus. Therefore, this study would help non-native English speakers. Understanding deictic verbs would make them aware of using English and understand there is a collocation in each word. In the end, non-native English speakers can develop and use English fluently and effectively to sound like native speakers (Wang, 2018). With an in-depth analysis, there are two questions made in this study. The questions formulated in this study. The first is about how many frequencies do the words *come* and *go* in COCA have. The second is about what are the collocations in the deictic verbs *come* and *go*.

Literature Review

Corpus linguistics

In analyzing a particular text, the linguistic corpus is a suitable alternative to store it structurally (Reppen & Simpson-Vlach, 2019). The corpus in a study is also helpful for research that does not use surveys and questionnaires to solve problems in all linguistic aspects. Moreover, corpus linguistics is a potent tool to provide a broader insight into how language is naturally used in various situations. In short, corpus linguistics is one way to digitally collect and store linguistic texts. The benefit of corpus linguistics in managing large amounts of data can be constructive in obtaining more reliable and comprehensive results in quantitative and qualitative analyses (Stefanowitsch, 2020).

The corpora data on the computer helps classify or group data very quickly (Davies, 2010). Data on the COCA corpus can now be accessed for free, but users must register first. There is a limited number of accesses per day. Moreover, the data in the corpora is not limited to the length of the sentence to be analyzed. The use of corpora is also beneficial because it provides an opportunity for users to see the development of the corpus and the history of how language has changed over time. Changes that can be seen in language can be noticed by knowing the equivalent of the composition of the text, which consists of written and spoken forms.

According to Biber and Gray (2016), frequency is a list consisting of all types that appear together with the number of occurrences in each type. Investigations related to the frequency of words in the corpus can help identify the words that occur most often and are used least because the data will be generated automatically. Furthermore, the data in the corpus can be arranged according to the frequency of occurrence.

The role of collocation

Collocations or multi-word words are needed to ensure that language when communicating or writing can be conveyed and understood well in everyday life. The use of different combined words is not easy for second-language learners of English because of the broad limitations and levels when combining words (Biel et al., 2018). Therefore, knowing collocation is essential for L2 learners. Collocation can be interpreted as words that have a biased tendency when these words are combined. The expression of collocation is primarily determined by its meaning. However, the range of expressions of a collocation consists of lexical-grammatical units into independent combinations (Lei & Liu, 2018). Therefore, the same collocation depends on the synonym range of a word.

Moreover, there are collocations in English divided into two parts, i.e., lexical and grammatical collocations (Pellicer-Sánchez, 2017). Lexical collocation can be indicated that one or two words have a relationship that naturally can occur together. In comparison, grammatical collocation is a combination or combination of words consisting of word classes such as verbs, adjectives, and prepositions. This study would examine the collocations that may occur in the words *come and go* because the two words have almost the same meaning but may have different collocational ranges. In other to analyze the collocation of the words *come* and *go*, the researchers implied the theories from Benson et al. (1986) and Benson et al. (2010).

Grammatical and lexical collocations

Benson et al., (1986, 2010) list 19 grammatical collocations, namely Vi + Od/Oi, Vi + Oi + to Od, Vt + Oi + Od, V + prep + O, V + to inf, V + bare inf, V + gerund, Vt + Od + to inf, Vt + Od + bare inf, V + Od + v-ing, V + gerund/pronoun, V + *that* clause, Vt + Od + inf to be + adj/past participle/N/pronoun, Vt + Od + Adj/past participle/N/pronoun, Vt + Od + Oi, Vt (+ Adv/PP/NP/Cl), V + interrogative words, Vt + to inf/*that* clause, and Vi + C. Next, Benson et al., (1986) mention seven lexical collocations, namely V + N, V (definition eradication/nullification) + N, Adj + N, N + V, N + N, Adv + Adj and V + Adto advanced students (Kizi, 2020), especially on their adjective clauses in the word definitions.

Method

The methods in this research were qualitative and quantitative. The quantitative method was employed to answer the first research question designed in this study. According to Gataullina, Mustafina, Nurutdinova, and Sokolova (2017), quantitative was essential to be applied for research that compares words with meanings that are identical or similar. This study also intended to determine the frequency level of basic verbs with the same meaning, namely the words *come and go*. Therefore, statistical descriptions were used to analyze the data in this study. One type of descriptive statistics available is the type of frequency (Yellapu, Stoltzfus, & Kaur, 2018). Furthermore, descriptive statistics were implemented in this research to explain or conclude the characteristics of various samples or data from a study. Based on Ali and Bhaskar (2016), statistics is a method of application and development in collecting, analyzing, and interpreting the data studied from a purpose investigation.

Qualitative research methods could help researchers find a deeper understanding of the phenomena of the problem set by highlighting the overall picture (Aspers & Corte, 2019). Using qualitative research also helped the researcher avoid dividing all existing ideas into several variables. Murakami, Thompson, Hunston, and Vajn (2017) also expressed several frequencies that did not need to be calculated using corpus software. Furthermore, the qualitative research method would also support this research to explore deeper collocations in basic verbs of *come* and *go*, which can emerge in the same context. In short, the use of corpus was used to find out the frequency and collocation of *come* and *go*.

The research problems related to the frequency and collocation of an occurrence in several words would be analyzed and facilitated by implementing a corpus study (Gablasova et al., 2017). Moreover, Al-Jammal and Ali (2019) added that a corpus study would contribute to language learning when the observed data from the corpus is used as the main subject in conducting observational actions to comprehend the usage and meaning of a word and phrase. Moreover, the experimental corpus study contributed to investigating several patterns of using the word (Youssef & Omar, 2020).

The data were the verbs *come* and *go* and would be analyzed by using the COCA corpus. The word total of the COCA is 450 million. According to Prihantoro (2015), COCA is the largest and most trusted source and corpus of American English. This is in line with Harb (2018), who stated COCA is reliable and beneficial for knowing the context when the verb emerges.

In conducting research, the verbs *come* and *go* required tokens taken from COCA in the years 2018 to 2019 as data in this study because it is recent and reliable data. COCA corpus was a website with a link *https://www.english-corpora.org/coca/*. The use of the COCA corpus aimed to determine how many occurrences of the verbs *come* and *go* in several different registers so that the use of different contexts could be indicated.

The data collection technique in conducting qualitative research was purposive sampling. The purposive sampling technique was used to determine the specific category following the research objectives of Campbell, Greenwood, Prior, Shearer, Walkem, Young, and Walker (2020). The analysis used the verbs *come* and *go* was processed by analyzing the meaning of various dictionaries and appropriate references. Meanwhile, the steps in conducting data analysis were first to determine the phenomenon studied in advance. The next step in managing the data was to select the source of the observations. After getting the source of observation, the researchers took the next step, namely classifying the verbs *come* and *go*. There were 100 tokens from each verb that were selected for further analysis in determining the tokens. The part that was highlighted in these two verbs was in the form of synonyms and collocations.

Findings and Discussion

Frequencies of occurrences of come and go

The table below illustrates the occurrence frequencies of the verbs *come* and *go* without dividing them into word classes, so the data that appears can be in the form of a noun and a verb.

Table 1. Frequencies of *come* and *go*

Word	Frequency		Total	Percentage
	2018	2019		
come	166	165	331	45.00%
go	183	222	405	55.00%
			736	100.00%

Frequencies of "Come"

In 2018, 7 tokens were found as a word class of noun. Based on the *Oxford English Dictionary (OED)*, the noun meaning of the word *come* can mean something or someone who approaches arrives, goes to a lower place, and returns. Examples of nouns found in tokens in COCA can be seen below.

1) I can't have her **come** to this court and testify against me.
2) America is on the **comeback**, and we cannot go back …
3) And I think watching her **come** down …

Moreover, this also happened to tokens at COCA in 2019. This research found 6 tokens with the word class of noun type on the word Come. The tokens below are examples discovered in COCA for the noun of the word *Come*.

1) Y'all start **coming** on in. Copy that.
2) Gulf states, …, none **come** close to ASEAN's two-way trade share …
3) God within him.75 Spiritual enlightenment and **peace come**, not from …

The total frequency of the word *come* from 2018 after being reduced to the word class of noun was 159 times. Meanwhile, the frequency of the *come* in 2019 occurred with the same frequency of occurrence which was 159 items after being reduced by nouns. By reducing the number of tokens of the noun *come*, the frequency of the occurrence of the word class of the verb can be indicated. In short, the word class of nouns in two years occurred 13 times. The verb *come* occurred 318 times.

Frequencies of "Go"

Like *come*, *go* also appeared as a noun in several tokens. In 2018, 6 tokens in the form of nouns were found in COCA. Based on *OED*, the meaning of the word class of noun in the word *go* was an action or journey that was actively carried out by someone or something. The three tokens portrayed below are examples of tokens found at COCA in 2018.

1) **go**. Help where it's needed most. So, we've been on the **go** ever since.
2) Give it a **go**. Anyone? Okay.
3) You got one on the **go**. You covered the telescope?

Meanwhile, the noun form was also found in COCA in 2019 for the word *go*. There are 8 tokens found in COCA 2019. Based on the *OED*, another meaning of the noun form of the word *go* was a plan to do or plan something. The three examples of tokens below are noun forms in the word *go*.

1) … you know, the prosecutor traditionally is a **go** or **no-go**.
2) And if you're on the **go**, subscribe to our podcast.

3) He'd been having a rough **go** of things lately …

The results indicated that *go* also functioned as nouns and verbs. The word *go* appeared 391 times. Table 2 displays the occurrences of *come* and *go.*

Table 2. Frequencies of *Come* and *Go*

Verb	Frequency		Total	Percentage
	2018	2019		
come	159	159	318	44.90%
go	177	214	391	55.10%
			709	100.00%

Collocations of "come" and "go"

About the aforementioned types of grammatical and lexical collocations used to analyse the 150 tokens of COCA for the words *come* and *go*. Sentences or utterances in COCA presented a clear picture of the use of those two words. The two words *come* and *go* could be in the form of Vt and Vi so that the analysis of collocations would be focused on the right of those verbs (Biber et al., 2002).

Collocations of "come"

The data utilized to analyse collocations in this study were 150 tokens from COCA for the word come. These 150 tokens were scrutinized by examining the word on the right of the words *come* and *go*. By applying the theory described by Benson et al. (1986) and Benson et al. (2010), the researchers found the types of collocations as illustrated below.

Table 3. Collocations of *come*

Time	Collocation Types		Total	Percentage
	Grammatical Collocation	Lexical Collocation		
2018	18	19	37	42.50%
2019	33	17	50	57.50%
	51	36	87	100.00%

Table 4.3 demonstrated that the word *come* had grammatical and lexical collocation types with 51 and 36 items, respectively. The total number of those two collocations in the year 2018 indicated that there were 37 items found in the tokens. Meanwhile, the total number for the two types of collocations in 2019 was 50 items. The total percentage for come in 2019 was higher at 57.50% compared to 2018 at 42.50%. Moreover, five types of grammatical collocations were found from the tokens of the word come in COCA. Examples of tokens having five types of collation were revealed as below.

Table 4. Grammatical collocations of *come*

No.	Grammatical Collocation Types	Tokens
1	Vt + NP	Jesus, it's working. Here **come the next two**.
2	Vt + Gerund	I've been wondering if you might **come knockin'**.
3	Vt + Prep and (an) object.	If Durant doesn't **come with Irving**, Brooklyn will have other options …
4	Vt + predicate adjective	… Farnam would be " a dream **come true**. "
5	Vt + an object + verb-ing	She would spend the nights her husband didn't **come home embroidering** tablecloths …

Table 4 indicated that out of 19 types of grammatical collocations, the writer found only five types of grammatical collocation from the word *come*. The five types of grammatical collocations were Vi + N (5 tokens), Vi + gerund (2 tokens), Vi+ prep and (an) O (37 tokens), Vi + predicate adjective (5 tokens), and the last was Vi + an object + verb-ing (2 tokens). The part of speech in the first example was *come* = V and the following two = NP. Since the verb *come* in the sentence still made sense even though it did not have an object to complete it. Then, the part of speech in the second example studied was *come* = V and knockin' = Verb-ing, which turned into a gerund. The part of speech in the third example was *come* = V, with = Prep, and Irving (an object). Moreover, the fourth example also belonged to the grammatical collocation type because *come* = V and true = predicate adj. The word true was a predicate adjective because it altered the subject and appeared after the verb. Last but not least, the fifth example in Table 4 was also included in the type of grammatical collocation because *come* = V, home = O, and embroidering = Verb – ing. It had been stated that COCA consisted of various token sources such as newspapers, news, academics, fiction, movies, and magazines (Davies, 2009). Moreover, Moehkardi (2002) also stated that *come* could be followed by part of speech such as N, Adj, V, and grammatical structure.

Not only did grammatical collocation that emerged from the token word come, but lexical collocation also appeared on tokens in COCA. There were two types of lexical collocation on the word *come*, as shown in Table 5.

Table 5. Lexical collocation of *come*

No.	Lexical Collocation	Tokens
1	Verb meaning creation or action + noun	We've **come a long way** on the question of race.
2	V + Adv	The report claimed that if developers didn't **come willingly**,

Table 5 shows two types of lexical collocation, namely a verb meaning creation or action + N with a total of (6 tokens) and V + Adv collocation with a total of (30 tokens). Part of speech in the lexical collocation type example number 1 was *come* = V meaning action and a long way = N. Meanwhile, in the V + adv collocation part, the part of speech in the *come* part was as a verb.

Collocations of "Go"

The word *go* was also analysed on 150 tokens in COCA (Benson et al., 1986; Benson et al., 2010). The following describes the types of collocations found for the word *go*.

Table 6. Collocations of *go*

Time	Collocation Types		Total	Percentage
	Grammatical Collocation	Lexical Collocation		
2018	38	7	45	33.60%
2019	54	35	89	66.40%
	92	35	134	100.00%

Examples of tokens having seven types of grammatical collocation are shown below.

Table 7. Grammatical collocations of *go*

No.	Grammatical Collocation Types	Tokens
1	Vi + N	… they tend to **go overseas** to get' em.
2	Vt + interrogative word, eg how and what	Okay, I see you're busy. Just **go do what** makes you happy. Go make New York safe.
3	Vt + prep + O	Maybe we'll **go after** her next. Fine.
4	Vt + prep phrase	That's where the lost lambs **go on the farm** back home. Go on with you.
5	Vt + predicate adj	Daddy'd **go bankrupt**, and she'd be a pariah …
6	N + Prep	The dogs were foaming … and having **a go at** me …
7	Vt + Bare Inf	Wha... Are you saying that I **should go** find Buster?

Table 7 indicated that out of 19 types of grammatical collocations, the writer found seven types of grammatical collocation from the word *go*. The seven types of grammatical collocations were Vi + N (21 tokens), Vt + interrogative word (4 tokens), Vt + prep + O (36 tokens), Vt + prep (5 tokens), Vt + predicate adjective (15 tokens), N + prep combinations (1 token), and Vt + bare inf (15 tokens). The part of speech in the first example was go = Vi and overseas = N. Then, the part of speech in the second example studied was *go* do = V and what = interrogative word. The third example was *go* = V, after = prep, and her next (an object).

Moreover, the fourth example also belonged to the grammatical collocation type because *go* = V and on the farm = PP. The fifth example belonged to the type of grammatical collocation because go make = V, New York = an object, and safe = Adj. The sixth example was a *go* = N and at = Prep. Last but not least, should = Vt and go (bare inf). The type of grammatical collocation in the word *go* appeared more varied than the word *come*. It was because the word *go* is very commonly utilized by many people (Thomas, 2015).

The word *go* also had another type of collocation, namely lexical collocation, as shown in Table 8. Two types of lexical collocations that could be found in the word go are shown in the table below.

Table 8. Lexical collocations of "*go"*

No.	Lexical Collocation	Tokens
1	Verb meaning creation or action + noun	Philo, **go home**! Get some rest.
2	V + Adv	Inspector! It's him! It's Jack! **Go around**!

Table 8 shows that only two types of lexical collocations are found out of the seven existing lexical collocations. The researcher examined the word on the right that appeared in the word *go*. The two lexical collocations that appeared have the same type as the word *come*, namely Verb meaning creation or action + noun with a total (17 tokens) and V + Adv collocation with 18 tokens. Part of speech in the lexical collocation number 1 was Verb meaning creation or action + noun, *go* = verb meaning action, and home = N. While in the V + Adv collocation part, the part of speech in the go part was as a verb, and around was an adverb that describes the verb.

The word *come* has specific meanings that can be studied further. The tokens analysed to find out the deeper meaning of the word *come* was seen in the COCA occurrences. Moreover, the tokens of *come* were analysed by examining the intention of the sentences and utterances.

Meanings of "come"

The first meaning of *come* from the *OED* was "to move or approach to a place, someone, or something." Researchers discovered several examples taken from COCA tokens with the exact definition. Based on the definition understood, the word *come* was collocated with other words that emerged from several contexts. It was found that there were 30 tokens out of 318 tokens indicating the same meaning. The three examples below were the words followed by nouns as collocations, which appear in many contexts.

1) Jesus, it's working. Here **come the next two**.
2) Ah, here **come the blushing brides**.
3) And now, here **come the McGuire Sisters**.

The use of *come* in the examples shown in the three tokens above revealed that someone or something was trying to travel or approach the speaker. This result was similar to research conducted by Louw (2007) which says that come has the meaning to approach or move towards someone or something. Furthermore, the word come is also followed by words any closer. Tokens discovered from the COCA corpus were in the form of TV, movie, magazine, and fiction. Here are three examples taken from COCA.

1) Don't you **come any closer**. I swear to God …
2) Don't **come any closer**! You got this, Jacquie?
3) No! **Don't come any closer**! Aah! He speaks English!

According to *OED*, the three examples of tokens above suggest a movement of someone. The word *closer* in the three tokens above had changed to a noun because any must be followed by the word noun (Al-shalabi et al., 2011).

Based on *OED*, the second definition of come is to finish, run out, complete, and find a solution. Twenty tokens were selected by researchers to understand the

definition more deeply. The collocation pattern is verb + prepositional phrase. Three examples are shown below.

1) … they learned how close the rescue mission had **come to failing**.
2) The Turkish interior minister … to **come to an agreement** with ISIS.
3) … common purpose has **come to an abrupt end**,

Understanding token number 19 indicated that the rescue mission was very close to failure. It meant that the rescue mission could be considered almost finished. Meanwhile, the token (20) indicated that the Turkish Interior Minister had found a solution or reached an agreement with ISIS. Last but not least, token (21) presented that the exhibition that was held suddenly ended.

The third definition of *come* was almost achieving or getting something. The ten tokens that have been investigated have the same meaning. The tokens studied demonstrated that *come* was collocated with other words so that it supported or formed a meaning. The collocations on the right that appeared in the word *come* were adverbs. The examples of *come close* (V + Adv) below, based on *OED*, show something almost happening.

1) Gulf states … none **come close** to ASEAN's …
2) Cifers attacks … but doesn't **come close** to an arm bar.
3) … but doesn't **come close** on caths or aortic valves.

Meanings of "go"

Similar to *come*, *go* carried a specific meaning that could be analysed further. The word *go* was collocated with other forms of words that could explain the meaning of its occurrences. The following was an example of the definition of the word *go*.

According to *OED*, the word *go* means to move or proceed to a place. A person who applies the word *go* performs a specific action or goal. By analysing the tokens in the COCA corpus, 25 tokens indicated the same meaning as discussed. Collocations consisted of intransitive verb + prepositional + object form. Three examples of collocations can be shown below.

1) What am I going to do? I'm supposed to **go on a date**. A date?
2) I'm afraid that Apple will **go to war** against us and shoot us …
3) No, we had to **go on foot**.

The three examples above occurred in different registers. The first example occurred on TV, the second example emerged in fiction, and the third example appeared in movies. Then it was reasonable that the examples could occur in different registers but in the similar context.

The second definition in COCA was an intransitive verb followed by a preposition phrase. Based on *OED*, the word *go* can mean something that is no longer relevant or present to someone/something. In other words, that something/someone has disappeared. Thirteen tokens had the same meaning. Two examples of collocations can be seen as follows.

1) The company also could **go out of business**.
2) It's, no, superheroes never **go out of fashion**.

The first example of collocation above was seen in the news, while the second example was found in spoken words or utterances. Based on example 28, the company's business had failed or permanently stopped. Meanwhile, example 29 showed that going out of fashion means that it is no longer relevant or following the current context, but because there is the word never before going out of fashion, the context becomes that superheroes will continue to be a trend forever.

Meanwhile, the following most common collocation combination was the intransitive verb of the word *go* with an adjective. Ten tokens meant something or someone going crazy or losing their sanity.

1) Oh. You **go insane.** Speeding through …
2) … I fear I might **go mad**.
3) … I thought I would **go crazy** if I didn't get out of there.

The three examples above were found in the same registration which was in TV. It identified that the use of intransitive verb + predicate adjective could be used in various contexts.

Based on Abid (2020), non-native English speakers need to master the L2 to sound or develop their fluency like native speakers, especially those who will become teachers or educators. They need to be familiarized with the use of the second language. Since the words *come* and *go* could confuse non – native speakers of English need to know the collocations and the fluencies that occurred in the COCA. In this study, the researchers found that the words *come* and *go* had various forms of collocations and occurred very frequent. The theory utilized to analyse the collocations of the words *come* and *go* was by Benson et al. (1986) and Benson et al. (2010). The grammatical collocations in the word *come* were Vt + N, Vt + gerund, Vt + prep + O, Vt + predicate adj, Vt + O + v-ing. Meanwhile, grammatical collocations in the word *go* were Vi + N, Vt + interrogative word, Vt + prep + O, Vt + prep, Vt + predicate adjective, N + preposition combinations, and Vt + bare inf. For the lexical collocation, the types for the words *come* and *go* were a verb meaning creation or action + noun and verb + adverb collocation. Collocation in the word *go* appeared more with a total of 9 types of collocation, while the word *come* had a total of 7 types of collocation.

In addition, the words *come* and *go* had various definitions that vary when collocated with other words. Based on the data, the word come could mean finish, almost reach, and approach to a place. On the other hand, the meaning of the word *go* could mean moving to a place, something irrelevant, and someone losing their sanity. The words *come* and *go* had the same basic meaning: the existence of movement or deictic movement. According to Villerius (2021), come shows movement from somewhere else towards the speaker, whereas go moves in the opposite direction, namely moving from one place to away from the speaker.

Furthermore, the results discovered in this study had differences and similarities with research conducted by Rustan and Andriyanti (2021), which found that the word *go* had a higher frequency of occurrence than the word *come*. However, Rustan and Andriyanti (2021) did not discuss collocations in words that often appeared in Indonesian senior high school textbooks. Therefore, the discussion of collocation became a striking difference between these two studies. The collocation in this study could help other non-native speakers of English to be cautious with the meaning of *come* and *go*.

Conclusion

This study attempted to discover COCA's collocations and frequencies from 2018 until 2019 for the words *come* and *go*. The data discovered to answer the first research problem related to frequency occurrences showed that the word *go* had a higher number of values than the word *come*. The total combination of word classes *go* occurred 405 times, whereas come occurred 331 times. If in percentage, the word *go* had a percentage of 55%, while the word come had a percentage of 45%.
Moreover, the types of collocations that appeared in the word *go* also had a more significant number. There were nine types. On the other hand, the word *come* only appeared in seven types of collocations. The words *come* and *go* also had a similar basic definition: to travel or move from one place to another. Therefore, non-native English speakers must be careful when *come* and *go* collocated with other words because the definition could also change. Furthermore, the non-native English speakers need not only to know the words' definitions but also to consider the context behind the sentences or utterances.

The words *come* and *go* were a word that both native speakers and non-native English speakers commonly use. However, the confusion was raised because both words have a similar basic definition, which is changing places, but the direction of moving makes the difference. Therefore, investigating the words *come* and *go* could help speakers of English to be careful and help them to improve their fluency to be native-like. The researchers encourage future researchers to conduct similar research and explore more deeply related to the types of dissimilar words from this research, such as *bring* and *take*, and *lend* and *borrow*.

References

Abdulrahim, D. (2013). *A corpus study of basic motion verbs in modern standard Arabic* (Doctoral Thesis). Edmonton: University of Alberta.

Abid, A. (2020). Exploring EFL teacher educators' goals in teaching English oral communication skill. *The Journal of English Literacy Education*, *7*(1), 20–34.

Al-Jammal, A. A. M., & Ali, M. A. E. (2019). Corpus-based method in language learning and teaching. *IJRAR- International Journal of Research and Analytical Reviews*, *6*(2), 473–476.

Al-shalabi, R., Kanaan, G. G., Al-Sarayreh, B., Khanfar, K., Al-Ghonmein, A. M. H., Talhouni, H., & Al-Azazmeh, S. (2011). Proper noun extracting algorithm for Arabic language. *International Journal of the Computer, the Internet and Management*, *19*(1), 45–53.

Ali, Z., & Bhaskar, S. B. (2016). Basic statistical tools in research and data analysis. *Indian Journal of Anaesthesia*, *60*(9), 662–669. https://doi.org/10.4103/0019-5049.190623

Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative Sociology*, *42*(2), 139–160. https://doi.org/10.1007/s11133-019-9413-7

Biber, D., Conrad, S., & Reppen, R. (2002). *Corpus linguistics: Investigating language structure and use*. Cambridge: Cambridge University Press. www.cambridge.org/core_title/gb/100606

Biber, D., & Gray, B. (2016). *Grammatical complexity in academic English : Linguistic change in writing*. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511920776

Biel, Ł., Biernacka, A., & Jopek-bosiacka, A. (2018). Collocations of terms in EU competition law: A corpus analysis of EU English collocations. *Language and Law*, 249–274. https://doi.org/10.1007/978-3-319-90905-9

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing*, *25*(8), 652–661. https://doi.org/10.1177/1744987120927206

Davies, M. (2009). The 385+ million words of corpus of contemporary American English (1990 – 2008+). *International Journal of Corpus Linguistics*, *14*(2), 159–190. https://doi.org/doi.org/10.1075/ijcl.14.2.02dav

Davies, M. (2010). The corpus of contemporary American English as the first reliable monitor corpus of English. *Literary and Linguistic Computing*, *25*(4), 447–464. https://doi.org/doi:10.1093/llc/fqq018

Gablasova, D., Brezina, V., & McEnery, T. (2017). Collocations in corpus-based language learning research: Identifying, comparing, and interpreting the evidence. *Language Learning*, *67*(S1), 155–179. https://doi.org/10.1111/lang.12225

Gataullina, C., Mustafina, J., Nurutdinova, N., & Sokolova, I. (2017). Comparative analysis of quantitaive data of the Irish language. *Russian Linguistic Bulletin*, *4*(12), 20–25. https://doi.org/10.18454/RULB.12.17

Harb, G. (2018). the Application of coca corpus for a more sophisticated word choice and a better EFL writing quality. *12th International Technology, Education and Development Conference*, *1*, 5530–5537. https://doi.org/10.21125/inted.2018.1306

Lei, L., & Liu, D. (2018). The academic English collocation list. *International Journal of Corpus Linguistics*, *23*(2), 216–243. https://doi.org/10.1075/ijcl.16135.lei

Louw, B. (2007). Literary worlds as collocation. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners* (1st ed., pp. 91–105). Palgrave Macmillan. https://doi.org/10.1057/9780230624856_8

Lupyan, G., & Lewis, M. (2019). From words-as-mappings to words-as-cues: The role of language in semantic knowledge. *Language, Cognition and Neuroscience*, *34*(10), 1319–1337. https://doi.org/10.1080/23273798.2017.1404114

Moehkardi, R. R. (2002). Grammatical and lexical English collocations: Some possible problems to Indonesian learners of English. *Humaniora*, *14*(1), 53–64. https://doi.org/doi.org/10.22146/jh.745

Murakami, A., Thompson, P., Hunston, S., & Vajn, D. (2017). "What is this corpus about?": Using topic modelling to explore a specialised corpus. *Corpora*, *12*(2), 243–277. https://doi.org/10.3366/cor.2017.0118

Pellicer-Sánchez, A. (2017). Learning L2 collocations incidentally from reading. *Language Teaching Research*, *21*(3), 381–402. https://doi.org/10.1177/1362168815618428

Prihantoro, P. (2015). Automatic retrieval and the formalization of multi words expressions with F-words in the corpus of contemporary American English. *Humaniora*, *27*(2), 156–173. https://doi.org/10.22146/jh.8709

Reppen, R., & Simpson-Vlach, R. (2019). Corpus linguistics. In N. Schmitt & M. Rodgers (Eds.), *An introduction to applied linguistics* (3rd ed, pp. 91–108).

Rustan, R. M., & Andriyanti, E. (2021). High frequency words in English textbooks for Indonesian senior high schools. *Studies in English Language and Education*, *8*(1), 181–196. https://doi.org/10.24815/siele.v8i1.18141

Stefanowitsch, A. (2020). *Corpus linguistics: A guide to the methodology Berlin*. Language Science Press.

Thomas, E. (2015). Word frequency and collocation: Using children's literature in adult learning. *ICAME Journal*, *39*(1), 85–110. https://doi.org/10.1515/icame-2015-0004

Villerius, S. (2021). The coming and going of come and go: Multi-verb directional motion constructions in Surinamese Javanese. *Wacana*, *22*(2), 419–438. https://doi.org/10.17510/wacana.v22i2.1037

Wang, C. (2018). Deictic verbs in modern linguistics. *Advances in Social Science, Education and Humanities Research*, *283*, 481–487.

Wilkins, D., & Hill, D. (1995). When "go" means "come": Questioning the basicness of basic motion verbs. *Cognitive Linguistics*, *6*(3), 209–259. www.degruyter.com/database/COGBIB/entry/cogbib.12985/html

Yellapu, V., Stoltzfus, J., & Kaur, P. (2018). Descriptive statistics. *International Journal of Academic Medicine*, *4*(1), 60–63. https://doi.org/10.4103/IJAM.IJAM_7_18

Youssef, A., & Omar, M. (2020). The effectiveness of corpus-based approach on vocabulary learning gains and retention in Saudi tertiary EFL context. *Journal of English Language Teaching and Applied Linguistics*, *2*(3), 1–15. https://doi.org/10.32996/jeltal.2020.2.3.1