

**IDENTIFYING ENGLISH GRAMMATICAL COLLOCATIONS FOUND  
IN *THE JAKARTA POST* NEWSPAPER AND ITS CONTRIBUTION TO  
WRITING COURSE**

**SKRIPSI**

*Submitted Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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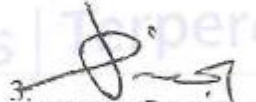
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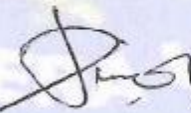
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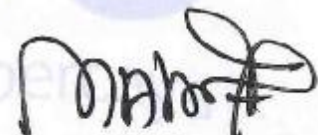
  
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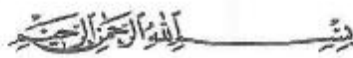
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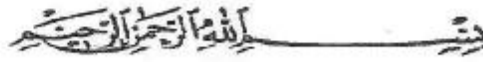
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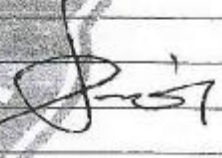
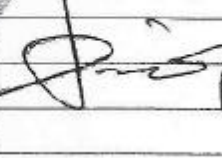
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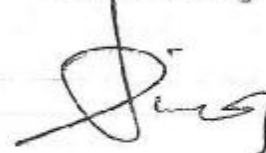
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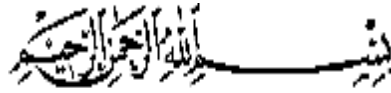
## ABSTRACT

**Sinulingga, Aldonasyah Fitri, 1402050306 “Identifying English Collocation Found In The *Jakarta Post* Newspaper and Its Contribution to Writing Course.” Skripsi. English Department, Faculty of Teacher’s Training and Education, University Muhammadiyah Sumatera Utara. 2019.**

This research aims to identify, classify the types and analyze the contribution of English collocation found in the *Jakarta Post* newspaper to the writing course. The data of the research were in the form of English grammatical and lexical collocations are used in the editorial writings of the *Jakarta Post* newspaper. The data analysis was conducted by applying the stages proposed by Lexy J. Moleong (2014). It was descriptive qualitative research. The source of the data in this research was taken from the *Jakarta Post* newspaper issued on 14<sup>th</sup> to 28<sup>th</sup> August 2019. The technique of data collection of this research was scrutinized or attentived observation method. The findings show that there were seven types of grammatical collocations used by the *Jakarta Post* newspaper. In conclusion, all types of grammatical collocations proposed by Benson and Ilson (2016) matched with this study, meanwhile the theory about grammatical collocation Bahns (2014) was not in line with this study.

**keywords:** *English collocations, Writing course.*

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The aim of the study entitle *Identifying English Grammatical Collocations Found In The Jakarta Post Newspaper And Its Contribution To Writing Course* requirements in accomplishing S-1degree at Faculty of Teacher's Training and Education University of Muhammadiyah Sumatera Utara. The researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it.

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The researcher realized that her study was till far from being perfect. So, the researcher expects suggestions and comments from all readers or other reseachers who want to learn about this study. May Allah Swt the most Almighty always bless all of us.

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Medan, September 2019  
The Reseacher

**AldonasyahFitriSinulingga**  
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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

In all languages, it seems universally acknowledged that words often co-occur with other word(s) in units. However, they are not always freely combined nor individually analyzable. Their co-occurrences are adhered to some grammatical principles. The English prepositional phrases, *at the moment*, for example, is subject to grammatical choice of the preposition *at* rather than other random prepositions like *on* or *in*. Another example, verbal phrase *look forward to* is followed by gerund not infinitive.

According to Moehkardi (2014:53) grammatical collocations are still difficult matter for learners. Learners get confused to use collocations in their sentences. The combinations are confusing to English learners, including Indonesian students. For instance, it is sometime difficult to decide whether the verbs of phrasal verbs are transitive or intransitive before they can decide whether the phrasal verbs can be separated (such as, *call your dog off*) or not (*take in lodgers*). Learners will likely generalize the rule of separating the transitive verb from its preposition and the object. For example: *it was too late to call in an electrician* can also be expressed as *it was too late call him in*. This sentence pattern of phrasal verb “call in” will be over-generalized in the separable phrasal transitive verb, such as “call on” (ask to speak). For example, *The chairman*



*called on Mr. John to give report* (which is still correct). Learners may also produce *The chairman called him on to give report* (which is incorrect).

These units are often confusing to learners not only because of their various semantic and syntactic requirements like the above examples, but also the double-function of their elements. Many words that combined with verbs can be used as either prepositions or adverbs, for example: *above, across, along, before, behind, off, on, over*, etc. The examples for consideration are: (a) *He got off the bus at the corner*. *Off* in this *got off* verb combination is a preposition, and (b) *He got off the corner*. *Off* that goes with the verb *got* in (b) is an adverb (also called adverbial particle). The co-occurrence of *off* following *got* in (a) is expressing predictable direction and therefore is not as fixed as the one following *got* in (b) which expresses new meaning *started*. Even some prepositions, like *after, until* and *before* may also function as conjunction. It is obvious that the function of grammar in conveying meaning is not only at sentence level, but also at phrase level. Due to the complexity of English collocation, this study attempts to present the insights to help the language users.

A language that is used by people can be better if they know a grammatical system. It makes people more confident of speaking. If we get knowledge about a language considerably, we can hear a conversation from people, read a book or write something. More people read and write something, they can be easily used a language to talk naturally and also to know how the way to say something with a partner. To make easier to speak and write

something, people also need to know about appropriate combinations of words. This is called collocation.

According to Tim Hsu and Chiu (2018:182) a collocation, in its simplest definition, consists of two words which are linked together in the memory of native speakers and occur together with some frequency in both written and oral discourse. Learning collocation is an important part of learning the vocabulary of a language. Then, the best way is by finding the words that often used in English.

Grammatical collocations consist of a noun, or an adjective or a verb, plus a particle (a preposition, an adverb or a grammatical structure such as infinitive, a gerund, or clause). The following are the examples: *at night*, *extend to*, *good at*, *fall for*, *to be afraid that*. These examples are grammatical collocations which are lexicalized as single units whose meanings are formulated and whose co-occurrence are highly likely. They are sometimes idiomatic, because their meanings do not reflect the meanings of the elements, such as *run out of* (to reach an end of stock, supplies) or *put up with* (tolerate). However, there are similar grammatical combinations which do not have such a “strong sense of belonging together”, for examples: *from the outside*, *inside the cupboard*. These prepositional phrases are considered as free combinations.

People scant attention about this collocation because this collocation rarely to know and also to learn. Not only students at the school but also at the university students have difficulty to know about collocation. For example: in English, the word *conclusion* combines word *take* e.g in *to take a conclusion* but if the combined word *draw* like in *to draw a conclusion*. So, collocation of the word *to*

*draw a conclusion* will be heard naturally in a foreign language. There for similar words like that can make learners have a tendency making mistake in collocation.

Although the learners can understand the meaning individually, generally they are still not easy to combine words with other words as collocation. According to (Fadlilah, 2016), there are some grammatical collocation errors found in students' thesis. The research's finding shows a weak proficiency of students in English grammatical collocation use in general and collocational clusters in particular. She states that inviting students to analyze English literatures will be a good strategy to help them to be aware of English collocation in their writing.

Learning about collocation can be found by studying through the newspaper, film, novel, magazine, and others (Hasanah, 2015). Thus, the researcher chooses a newspaper as a project of the material for Identifying English Collocation. It is because by learning collocation can improve our skills like giving us alternative ways of saying something and improving our style in writing with new words that the researcher can find.

The researcher wants to know about English collocation found in the *Jakarta Post* newspaper. The researcher chooses the *Jakarta Post* newspaper because Rohmatillah (2016) in *Jurnal Tadris Bahasa Inggris* states that using English newspaper like *The Jakarta Post* newspaper at the university level can be beneficial for the students to develop their achievement in vocabulary usage as well as other skills in English. In addition, she states that *The Jakarta Post* is the most famous daily English newspaper that is published in Indonesia. Identifying

the English collocation from the newspaper is presumed to be beneficial for students or academics in providing an insight for improving writing ability. Based on the description above, the researcher chooses collocation as an important thing to learn in the study. The researcher wants to know more about English collocation in this newspaper.

### **B. The Identification of the Problem**

The problems of this research will be identified as follows.

1. Students still find the English collocation as difficult thing to understand and use.
2. Students tended to use wrong English collocation in communication, especially in written form.
3. Students have a weak proficiency of using English collocation.

### **C. Scope and Limitation**

The scope of this research is grammar and is limited in grammatical and lexical collocation found in the *Jakarta Post* and its contribution to writing course. The *Jakarta Post* newspapers are taken from the edition of 14<sup>th</sup> to 28<sup>th</sup> August 2019. Totally, there are 13 editions of *Jakarta Post* newspaper analyzed in this study.

#### **D. The Formulation of the Problem**

The problems will be formulated as follows.

1. What categories of collocations are there in the *Jakarta Post* newspaper?
2. How are the collocation found in the *Jakarta Post* newspaper related to the writing course?
3. Why are the collocation found in the *Jakarta Post* newspaper related to the writing course in the way they are?

#### **E. The Objectives of the Study**

The objectives of the study will be formulated as follows.

1. To identify the categories of English collocation found in the *Jakarta Post* newspaper.
2. To analyze the process of English collocation found in the *Jakarta Post* related to the writing course.
3. To describe the reason why the English collocation found in the *Jakarta Post* related to the writing course in the way they are.

#### **F. The Significance of the Study**

The findings of the study were expected to have significances theoretically and practically. Theoretically, to provide and add some informations which can help to improve skill in writing and how to write well by using English collocation. Practically, for English Department Students can improve their knowledge of English collocation in order that they can make advanced writing

like journalist of the *Jakarta Post* whose writing works are communicative and advanced. For Readers will get a lot of information especially how essential english grammatical collocations in forming advanced writing. For further researcher, this research would be useful to get additional experience and knowledge of advanced writing. For Institution, this research will be useful as the literature work that can be accessed by anyone needed.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Semantics**

Semantics is a branch of linguistics which relates with meaning. Semantics is considered as a study of meaning in language. It deals with the expression of linguistic objects such as word, phrases and sentences. It does not pay attention to the syntactical arrangement or pronunciation of linguistic object. As states by Katz, semantics is study of linguistic meaning. It is concerned with what sentence and other linguistics object express not with the arrangement with their syntactic parts or with their pronunciation (Katz, 2014).

Semantics has developed and became worthy study. There are two factors that make semantics become important and worthy study. First, meaning is strictly connected with communication. A certain meaning can be delivered through communication plays an important role in human life. Second, the process of human attempts to comprehend the nature of meaning involves the mental ability by the use of reasoning and perception. Semantics is the study of meaning of a language. The meaning of words, phrases, sentences are studied to reveal what those unit of languages expressed.

## 2. The Definition of Collocation

Language is basically a “compositional” process in which many of its words co-occur together forming single units of meanings. He calls the seas lexical phrases or word combinations and collocations are among other terms of lexical phrases (Nattinger in Carter and McCarthy, 2014:76). However, collocations themselves range from “lexico-grammatical unit” to “free combination”. The term “collocation” is actually only one among other terms for similar concept: word combination.

Nattinger defined collocations as strings of words that seem to have certain mutual expectancy or a greater-than- chance likelihood that they will co-occur in any text (Nattinger and De Carrico, 2015:21). In addition to that, the following is an explanation by Benson, In English, as in other languages, there are many fixed, identifiable, non- idiomatic phrases and constructions. Such groups of words are called recurrent combinations, or collocations. Collocations fall into two major groups: grammatical collocations and lexical collocations (Benson and Ilson 1986 in Bahns, 2014:57).

Unlike collocations whose meanings are often unpredictable, ‘free combination’ consists of elements that freely allow substitution. For example, decide on a boat, meaning ‘choose (to buy) a boat’ contains the collocation decide on, whereas decide on a boat, meaning ‘make a decision while on a boat’ is a free combination. The possible combination of ‘decide’ (meaning ‘making a decision’) is limitless: They decided - after dinner, immediately, at the meeting, with a heavy heart, etc. A native speaker will not



say: They decided (meaning ‘choose’) at a boat. To them decided at a boat (meaning to ‘choose’ a boat) is not collocable.

Collocation was a group of two or more words that usually go together. A good way to think of collocation is to look at the word collocation. Co-meaning together – location – meaning place. Collocation were words that were located together. In other words, collocation can be defined as a group of two or more words that like to come together.

### **3. Grammatical Collocations**

Grammatical collocations consist of a noun or an adjective or a verb plus a particle (a preposition, an adverb or a grammatical structure such as an infinitive a gerund or clause) (Bahns, 2014:57). The followings are the examples: at night, extend to, good at, fall for, to be afraid that. These examples are grammatical collocations which are lexicalized as single units whose meanings are formulaic and whose co-occurrence are highly likely. They are sometimes idiomatic, because their meanings do not reflect the meanings of the elements, such as *runout of* (to reach an end of stock, supplies) or *put up with* (tolerate). However, there are similar grammatical combinations which do not have such a “strong sense of belonging together” (Kennedy, 2014:224): from the outside, inside the cupboard. These prepositional phrases are considered as free combinations.

#### 4. Types of Grammatical Collocations

Grammatical collocations fall into the following combinations: noun + preposition, noun + to-infinitive, noun + that-clause, preposition + noun, adjective+ preposition, predicate adjective + to-infinitive, adjective + that-clause, and the English 19 verb patterns (Benson and Ilson, 2016).

##### 4.1. Noun + preposition combinations

Not all noun + preposition combinations can be considered as collocations due the highly predictable meaning pf some prepositions, such as *of* and *by*. So, noun + *of* / *by* combinations are considered free combinations. The following phrases are examples of noun + preposition collocations: blockade against, apathy towards.

##### 4.2. Noun + to + infinitive

There are five syntactic patterns in which *noun + to + infinitive* construction is most frequently encountered: It was a pleasure (a problem, a struggle) to do it, They had the foresight (instructions, an obligation, a permission) to do it, They felt a compulsion (an impulse, a need) to do it, They made an attempt (an effort, a promise, a vow) to do it, He was a fool (a genius, an idiot) to do it.

##### 4.3. Noun + that-clause

The noun + that-clause combinations that are considered collocational are those using subject pronouns. For example:

(a) We reached an agreement that she would represent us in court

(b) He took an oath that he would do his duty

However, when the ‘that-clause’ can be replaced by ‘which-clause’ as that inrelative clauses, such a noun + that-clause construction is not considered as collocational. For example: We reached into an agreement that/ which would go into effect in a month.

#### 4.4. Preposition + noun combinations

Any combinations of preposition and noun can fall into this category, however the choice of preposition with certain noun is not at random. For example: by accident, in advance, in agony, etc.

#### 4.5. Adjective + preposition combinations

Some adjectives are followed by a prepositional phrase. The adjective+ preposition combination that is considered collocational is the one that occurs in the predicate (verbless clause). However past participial adjective followed by preposition by is not considered collocational because this construction is regular and predictable. For example:

(a) They are angry at the children

(b) They are hungry for news

The ship was abandoned (by its crew) is not considered collocational.

#### 4.6. Predicate adjective + to + infinitive

These adjectives occur in two basic constructions with infinitives

- (a) Adjectives with dummy subject “It” such as It was necessary to work; also possible It was necessary *for him* to work (the insertion of prepositional phrase).
- (b) Adjectives with real and animate subject, such as She is ready to go; or with inanimate subject, such as: It (the bomb) is designed to explode at certain temperatures; or with either animate or inanimate subject: She was bound to find out or It (the accident) was bound to happen.

#### 4.7. Adjective + that clause

Some adjectives can be followed by that-clause. For example: She was afraid that she would fail her examination. Several adjectives followed by present subjunctive in formal English are collocational, such as: It was imperative that we be there.

#### 4.8. Collocational Verb Patterns

English verb patterns have 19 types, each is designated here by number letters 3.8.1 to 3.8.19.

3.8.1. Shift of an indirect object to a position before the direct object of transitive verbs is allowed. For example:

- (a) He *sent* the book to his brother
- (b) He *sent* his brother the book and
- (c) He *sent* the book to him
- (d) He *sent* him the book

If both objects are pronouns the common pattern is: He sent it to him.

3.8.2. Shift of an indirect object to a position before the direct object by deleting *to* is not allowed. For example:

They described the book to her ; but not \* They described her the book.

Other common verbs that fit this category are: mention, return, scream, etc.

3.8.3. Transitive verb with preposition *for* allows the deletion of *for* and the shift of the indirect object to a position before the direct object. For example:

She bought a shirt for her husband; also possible: She bought her husband a shirt or She bought a shirt for him or She bought him a shirt.

3.8.4. The verb forms a collocation with a specific preposition and an object.

For example:

(a) They *based* their conclusions on the available facts

(b) We *adhered to* the plan

However, the following similar constructions are not collocations, but free combinations of verb + preposition denoting ‘location’ or ‘means’ or ‘instrument’

(a) We walked in *the park*

(b) They came by *train*

3.8.5. Verbs are followed by *to* + infinitive. For example:

(a) They *began to speak*

(b) She *continued to write*

However, verbs + to infinitive meaning “purpose” are not included as collocational combination. For example:

- (a) He was running (in order) to catch the bus.
- (b) She stopped (in order) to cath

3.8.6. Verbs are followed by infinitive without to. These verbs, except dare, help, and need, are called modals. The verbal phrases had better and would rather also fit this pattern. For example:

- (a) They must work
- (b) We had better go now

3.8.7. Verbs are followed by second verb in – ing. For examples:

- (a) They *kept talking*
- (b) We *enjoyed watching* television

Some verbs in this category may have synonymous construction: He began reading or He began to read are similar in meaning. And some other verbs of this category may have different construction and meaning, for example:

- (a) He remembered telling him the story and
- (b) He remembered to tell him the story are different in meaning.

3.8.8. Transitive verbs are followed by an object and to + infinitive. For example:

- (a) They asked the students *to participate* in discussion
- (b) They permitted the children *to watch* television

Many of the verbs in this pattern can be followed by infinitive to be. For example, She asked me to be punctual. Furthermore, most of the verbs in this construction can be passivized.

3.8.9. Transitive verbs are followed by a direct object and an infinitive without to. Most I-pattern verbs cannot be passivized. For example:

- (a) We let them use the car
- (b) We saw them leave the house

3.8.10. Verbs are followed by an object and a verb in–ing. For example:

- (a) I *caught him smoking* in his bedroom
- (b) We found *the children sleeping* on the floor

Some verbs in this category (especially verbs of perception, like see, hear, feel) may have similar constructions with that of construction in I-pattern. We saw him smoke the cigarette beside We saw him smoking. J-pattern verbs usually can be passivized.

3.8.11. Verbs can be followed by a noun or pronoun and gerund. For example:

- (a) This fact justifies Bill's *coming late*
- (b) They love *his clowning*
- (c) I cannot imagine their *stealing apples*.
- (d) Please excuse my *waking you so early*.

However possessive constructions are often considered awkward, more common expressions for the same meaning will use the following alternative:

- (a) I cannot imagine them stealing apples
- (b) This fact justifies Bill for coming late
- (c) Please excuse me for waking you so early

3.8.12. Verbs are followed by a noun clause beginning with conjunction *that*. For example:

- (a) They *admitted that* they were wrong
- (b) We *hoped that* the weather would be nice

Some verbs always take an object noun or pronoun before the *that*-clause, such as For example:

- (a) She assured *me* that she would arrive on time
- (b) They convinced *us* that we should invest our money

Some verbs in this category allow the insertion of *the fact*. For example: He acknowledged (admitted/confirmed/ etc) *the fact* that he was guilty

3.8.13. Transitive verb can be followed by a direct object, an infinitive to be and adjective / past participle/ noun/pronoun. For example: We considered her to be very capable/well-trained/a competent engineer

3.8.14. Transitive verbs are followed by a direct object and adjective/ past participle or noun/pronoun. For example:

- (a) She dyed her hair red
- (b) He found them interesting

Some verbs in this category may also be used with M-verb pattern, For example: We considered her very capable



3.8.15. Transitive verbs are followed by two objects. For example:

- (a) The teacher *asked* the students questions
- (b) The police *fined* them fifty pounds

3.8.16. Intransitive / reflexive / transitive verbs must be followed by an adverbial (an adverb / a prepositional phrase / a noun phrase / a clause). For example:

- (a) He carried himself with dignity; but not \* He carried himself
- (b) The meeting will last two hours; but not \*The meeting will last

Other verbs in this category are: come, sneak, weigh, etc. However some of these verbs may have senses that do not require an adverbial, for example: They are coming, in addition to They are coming home.

3.8.17. Verb can be followed by an interrogative word, such as how, what, when, etc. For example:

- (a) He always wants *what* I want
- (b) She knows *when* to keep quiet

However, some verbs in this construction need an object, such as:

- (a) They told *us* what to do
- (b) She asked *me* why she had come

3.8.18. Dummy 'it' is followed by transitive verbs (often expressing emotions) and by to + infinitive or by that + clause or by either. For example:

- (a) *It* puzzled me that he never answered the telephones
- (b) *It* surprised me to learn of her decision

3.8.19. A small number of intransitive verbs are followed by a predicate noun/predicate adjective. Including the verb make, used intransitively, belongs to this group. For example:

- (a) She will make a good teacher
- (b) She was enthusiastic

However larger group of intransitive verbs can be followed only by a predicate adjective, for example:

- (a) The flowers smell fragrant or
- (b) The food tastes awful.

## **5. The Jakarta Post Newspaper**

Newspaper is a group of large pages usually folded together that have pictures and stories that tell about things which just happened (Lane Goddard , 2010). From these definitions, the writer can conclude that newspaper is one of printed journalism containing either news, information which just happened or advertising which has pictures and announcement and it is usually print everyday or once a week. The first daily newspapers were hand-written by Benedictine monks in the tenth century. In keeping with regularity of the routine impose by the rule of St. Benedict; every issue was identical, except on holiday and when abbots died (Bolis, 2010). Nowadays, the newspaper is very essential for us to know what happen around the globe. Reading newspaper helps us to understand how to write good writing work. *The Jakarta Post* is a daily English language newspaper in Indonesia. The paper is owned by PT Niskala Media Tenggara and

based at the nation's capital, Jakarta. *The Jakarta Post* was started as a collaboration between four Indonesian media under the urging of information Minister Ali Murtopo and Politician Jusuf Wanandi. The first issue of *The Jakarta Post* was printed on 25 April 1983, it spent several years with minimal advertisements and increasing circulation. *The Jakarta Post* also features an online edition and a weekend magazine supplement called J+. The newspaper was targeted at foreigners and educated Indonesians, although the middle-class Indonesian readership has increased.

Editorial is newspaper voice in general and does not mention its writer. It is written by single writer. Editorial writer uses plural pronoun such as "our voice" taking into consideration of the fact that editorial is newspaper voice despite of the fact that it is written by unidentified writer. Opinion expressed inside usually represents majority of newspaper member and editorial board. Editorial board discusses topics, seeks agreement, and presents single or several argumentations to support agreed/approved opinion. In fact, there are three types of editorial in a newspaper. They are advocate, problem solution, and appreciation editorials (Tom E. Rolnicki, 2013). Advocate editorial represents, explains, and pursues and supports change/transformation which usually relates with important news/information within newspaper. Such editorial will give information to its reader why such important events happened. It also can elaborate significance of idea and certain condition. In several cases, editorial identifies term and issue, figure and factor, and also elaborate background and cultural history. Problem solution editorial is another type which often we find in newspaper. Sometimes

we call it “critical editorial”. It is used by editorial staff which wants to concern on a problem or to criticize person activity. Because a newspaper needs to act responsibly, it not only presents critic but also elaborate causal problem and the solution which has to be offered. The three-steps process is identical with scientific method: argumentation of problem, presenting evident, and conclusion including recommendation and solution.

Appreciation editorial is one of editorial writer’s choices. In many communities including school, and university, a newspaper has status and central of authority. Because of its position, a newspaper concerns on what happen in campus or in other circumstances/environments. When a person or a community does phenomenal thing, newspaper will concern on and perhaps inform their achievement. However, a newspaper also has another choice. a newspaper can appreciate a person or a community directly by a mean of editorial (Tom, 2013).

## **6. Writing**

Writing is a creative process in transforming knowledge, idea, though, or meaning into written language. Based on the writer’s view, it is one of the most difficult courses in English Department. It focuses on transforming something inside of mind into written language. Every student tends to have different written language style. Grammar of a language including its rules such as punctuation, capitalization, word order, and *etc.* is a part of written language elements. Different with consonant writing system, alphabetic writing system such as

English concerns on presenting all kinds of humans' language sounds. However, space in alphabetic writing system is used to vary each word within a language (Victoria Fromkin, 2014). Writing gives possibility to students to explore their idea inside their minds and transform it into real functional communication between her/him as writer and her /his reader (Richard Kern, 2014). It means that through writing, learners can express thought, feeling, ideas, experience, etc. to convey specific purpose. The purpose is to give someone information. Usually if we want to write something or transform our idea into written language we have to understand process of writing. Process of writing is learning how to write by writing or to note. When writing, students work through the stages of the writing process. The creation of writing occurs in basically five stages: pre-writing, drafting, revising, editing, and publishing (Hatcher, 2015).

Pre-writing is the planning and idea-gathering stage. Pre-writing means when we sat staring at a blank piece of paper or a blank document on our computer screen, we might have skipped the vital first stage of the writing process: prewriting. This covers everything we do before starting our rough draft. As a minimum, prewriting means coming up with an idea. Ideas and Inspirations are all around us. If we want to write but we don't have any ideas. Then we build on our Ideas. These are a couple of popular methods we can use to add flesh to the bones of our idea; 1) free writing: we open a new document or start a new page, and write everything that comes into our head about our chosen topic. We don't stop to edit, even if we make mistakes, 2) brain storming: we write the idea or topic in the center of our page. We write down ideas that arise from it – sub-topics

or directions we could take with the article. Once we've done one or both of these, we need to select what's going into our first draft.

Drafting refers to time spent composing a rough draft. In drafting, we sit down with our plan beside us, and start our first draft (also known as the rough draft or rough copy). At this stage, we don't think about word-count, grammar, spelling and punctuation. We don't worry if we've gone off-topic, or if some sections of our plan don't fit too well. If we're a new writer, we might be surprised that professional authors go through multiple drafts before they're happy with their work. This is a normal part of the writing process – no one gets it right first time.

Revising is the process of improving the draft. Revising our work is about making “big picture” changes. We might remove whole sections, rewrite entire paragraphs, and add in information which we've realized the reader will need. Everyone needs to revise – even talented writers. Good revising also includes; Adding is what else the reader need to know. If we haven't met the required word-count, what areas we can expand on. Rearranging is even when we've planned our piece, sections may need rearranging. Removing is when one of our ideas doesn't work out, perhaps we've gone over the word count, and we need to take out a few paragraphs. Replacing is more vivid details will help bring our piece to life.

Editing is the process of correcting mechanical errors. The editing stage is distinct from revision, and needs to be done after revising. Editing involves the close-up view of individual sentences and words. It needs to be done after we've

made revisions on a big scale: or else we could agonize over a perfect sentence, only to end up cutting that whole paragraph from our piece.

The final step of the writing process is publishing. Publishing or sharing is accomplished in a wide variety of ways when the work is in final form. Writers need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct and adding details such as reference.

#### 6.1. Genres of writing

Usually there are several genres of writing used by writer to arrange his/her idea. To know kinds of writing will help us to guess sequence of writer's writing so that it can make us easier to understand their work. Several genres of writing are narrative, news story, anecdote, recount, procedure, explanation, report, exposition, discussion and description. In fact genres of writing are divided into two kinds that are factual genres and story genres. The factual genres include procedure, explanation, report, exposition, discussion and description. Meanwhile, the story genres include narrative, news story, anecdote, and recount. Mary Macken in her book gave explanation as follow;

Procedural genre is a factual text designed to describe how something is accomplished through a sequence of actions and steps. Procedures are also more about processes than thing but explain how perform different processes in a sequence of steps. Procedures are found in the written texts to do with Science, Art and Craft, Cookery, media Studies and Health as well as other subjects.

Explanation genre is a factual text used to explain the processes involved in the evolution of natural or socio cultural phenomena. Explanations are used to account for why things are as they are. Explanations are more about processes than things. In the school curriculum, explanations are often found in Science and Social Studies.

Report is factual text which describes the way things are. It describes about what is in our environment such as phenomena, natural, synthetic and social.

Exposition genre is a factual text used to put forward a point of view, or argument. Expositions are found in essay, letter to the editor.

Discussion genre is a factual text used to represent information about and arguments for both sides of an issue, concluding with a conclusion or recommendation based on the weight of evidence. Discussions are commonly used by royal commission, local councils and school bodies to look at two sides of a topical issue. In later secondary school, students are required to use 'Discussion' to explore different points of view in History, English and Economics essays as well as in other subjects (Mary Macken, 2014).



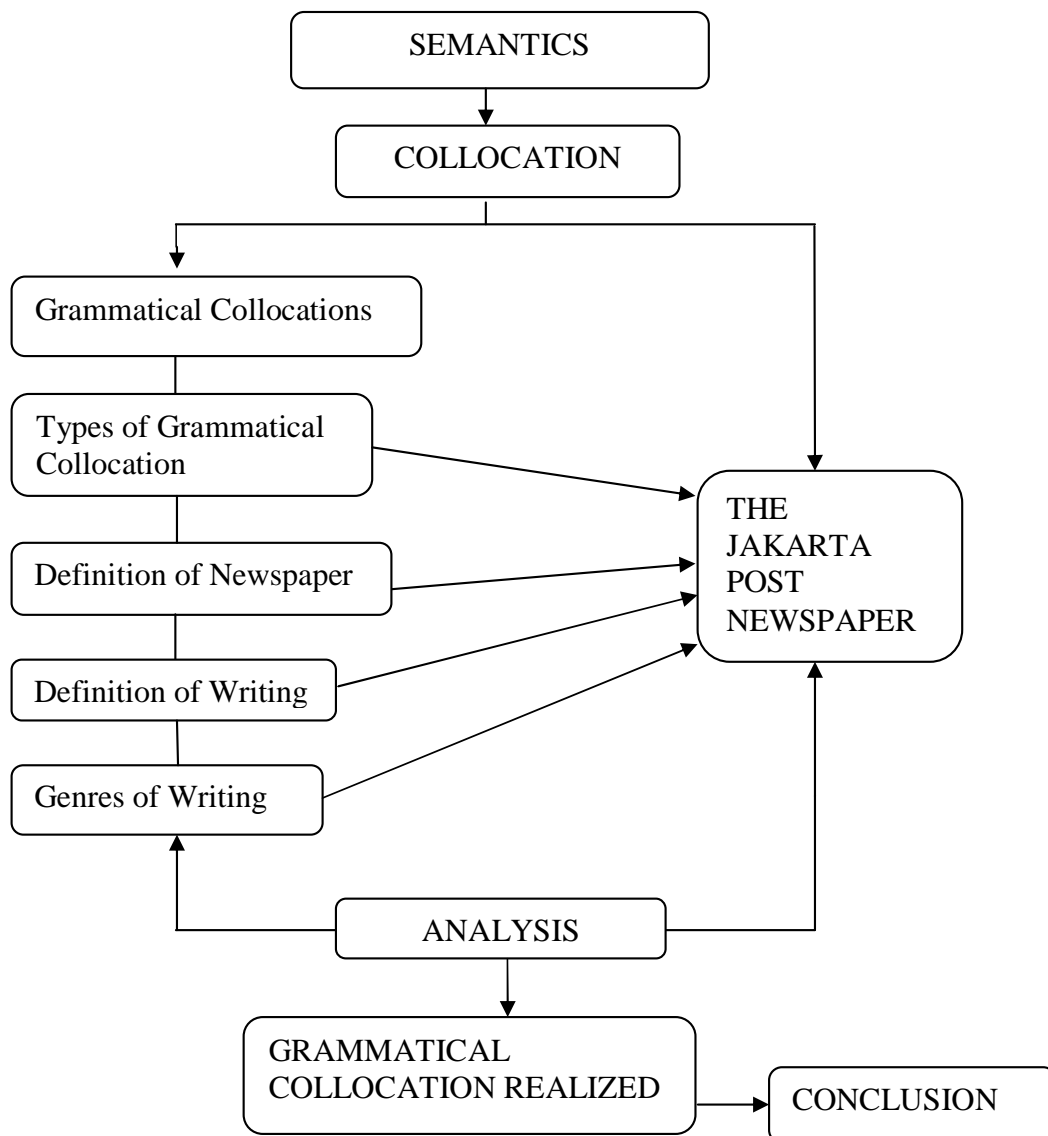
## **B. Relevant of The Studies**

This study is not the only one that identifying english grammatical collocation found in the Jakarta Post newspaper and its contribution to writing course. Noormasari Cita (2018) her study is entitled *Interpersonal meaning in the article of reader's Digest Magazine issued in February 2008 and its contribution to teaching writing*. The process of interpersonal meaning was realized in lexico grammar through the system of mood and residue. The result of this study can give pedagogical implication in teaching writing.

Fadlilah Sayyidatul (2016) her study is entitled *Student's Grammatical Collocation Errors and Its Implication in Teaching Writing*. This study was published in International Journal of Emerging Technologies in Learning. The study was conducted according to the rules of the activities and the scientific method systematically to obtain information, data, and information related to the understanding and/or testing of a branch of knowledge and technology. So, the reseacher try to Identifying English Grammatical Collocations Found In The *Jakarta Post* Newspaper And Its Contribution To Writing Course from newspaper issued on 14 to 28 Augusts 2019.

### C. Conceptual Framework

The conceptual framework of study of identifying english grammatical collocations found in the *jakarta post* newspaper and its contribution to writing course were described in detail in the following chart.



**Chart 2.1 Conceptual Framework**

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This research was conducted by using descriptive qualitative. Descriptive qualitative research was the research which has a purpose to understand the phenomenon of subject study, such as action, perception, motivation, behavior, etc, holistically and descriptively in words and language at a specific natural concept and used some natural method (Lexy J. Moleong, 2014).

#### **B. Source of Data**

The source of the data in this research was taken from *The Jakarta Post* Newspaper issued on 14<sup>th</sup> to 28<sup>th</sup> August 2019.

#### **C. Technique of Collecting Data**

The technique of data collection of this study was scrutinizing or attentive observation method. Scrutinizing or attentive observation method was to observe the use of language both orally and in writing. According to Mahsun (2015:92) the technique of collecting data in this research involved several activities that are:

1. Reading The Jakarta Post editorials issued on August 2019.
2. Identify english grammatical collocations found in the *Jakarta Post* editorials.

3. Classify based on the English collocation patterns.

#### **D. Technique of Analyzing Data**

After getting the data, the researcher were analyzed the data as follows:

1. The first step, the researcher made list of kinds of English grammatical and lexical collocations as the equipment to identify the words, phrases, clauses and sentences as the sign of the object; it's done to get the purpose of using each English grammatical collocation which the writer wants to find out in this study based on the statement of the problem.
2. The second step, the researcher analyzed purpose of using them semantically. The result of this analysis would enrich knowledge of writing by the end of this analysis.
3. The last step, the results of both analyses resulted findings and then those would be identified more to get the contribution to the writing course and as additional knowledge of writing in getting advanced and communicative writing.

For identification, the researcher had signed each kind of English grammatical and lexical collocations which were analyzed. English grammatical collocation had been designed by capital letter "G" and number 1 to 7 as following. G1 collocation consisted of noun + preposition combination. The writer did not include noun + of combinations. G2 collocation consisted of noun followed by to + infinitive. G3 collocation consisted of noun that can be followed by *a that clause* and some nouns can be followed by a clause with the present subjunctive in formal English. G4 collocation consisted of preposition

+ noun combinations. G5 collocation consisted of adjective + preposition combinations that occur in the predicate or as set-off attributive (verb less clause). G6 collocation consisted of predicate adjectives and followed by to + infinitive. G7 collocation consisted of adjective that can be followed by a *that clause*.

English lexical collocation had been designed by capital letter “L” and number 1 to 7 which described as follow. L1 collocation consisted of verb (usually transitive) + noun/pronoun (or prepositional phrase) combinations. L2 collocation consisted of verb (meaning eradication and/or nullification) + a noun combinations. L3 collocation consisted of adjective + noun combinations. L4 collocation consisted of noun + verb combinations. L5 collocation consisted of noun + noun combinations. L6 collocation consisted of adverb + adjective combinations and L7 collocation consisted of verb + adverb combinations.

Based on the collocation patterns which the researcher had designed, the researcher explained the purpose of using each English grammatical and lexical collocation beginning from the use of G1 to G7 and L1 to L7. The last step, the results of both analyses were the result findings and then those were identified more to get the contribution to the writing course, especially English education program in Faculty of Teacher Training and Education UMSU, as additional knowledge of writing in getting advanced and communicative writing.

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

The data of this study were taken from identification data by reading the *Jakarta Post* newspaper and then classified the data of English collocations found in *The Jakarta Post* newspaper, the contribution to the writing course and the reasons of using collocations in writing. The source of the data in this study was *Jakarta Post* newspaper the edition of 14<sup>th</sup> to 28<sup>th</sup> August 2019. The researcher identifies and classify the *Jakarta Post* editorial related to grammatical collocation types. Afterward, the researcher explain each types of grammatical collocation from some data.

#### B. Data Analysis

In analyzing the data, the data analysis was done from: reading *Jakarta Post* newspaper issued on 14<sup>th</sup> to 28<sup>th</sup> August 2019. After getting the data, the researcher cut into some paragraph and marks or codes it only the data refer to type of collocation types: Lexical and Grammatical collocations which proposed by (Benson and Ilson, 2016). The final step, the all marked data is classified into the type of grammatical collocation types. The researcher was founded Lexical and Grammatical collocations in the *Jakarta Post* newspaper issued on 14<sup>th</sup> to 28<sup>th</sup> August 2019. The researcher had previously explained the kinds of English grammatical collocation which had signed by using capital letter G1-G7 and the

kinds of English lexical collocation which signed by using capital letter L1-L7. result followed by the data in this below :

A pregnant woman named Novi Sri Wahyuni, 21, claimed she had received and consumed expired *vitamins from*(G1) a community health center (Puskesmas) in Kamal Muara subdistrict, Penjaringan, North Jakarta.

Kamal Muara Puskesmas head Agus Arianto Haryoso denied Novi's claim that she been consuming expired *drugs from*(G1) the Puskesmas since July, citing a lack of evidence, but conceded that such a scenario was possible.

Agus said pharmacists had a protocol in dispensing *medication after*(G1) reading a prescription and that expired drugs were usually separated from unexpired drugs.

Novi has since reported the *incident to*(G1) the Penjaringan Metro Police in North Jakarta, accusing the Kamal Muara Puskesmas of violating a *law on*(G1) consumer protection.

Japan insisted Friday it no longer hunts endangered *sei whales in*(G1) international waters but faced accusations of still violating a wildlife treaty by allowing commercialization of meat from past catches.

Instead, it found that the hunt was primarily commercially motivated, and thus constituted international *trade in*(G1) a protected species and a clear violation of the treaty.

Japan told *the committee meeting in*(G1) Geneva on Friday that it no longer permits taking *sei whales on*(G1) the high sea and is therefore in compliance with CITES.

But *committee members from*(G1) a range of countries, including the European Union, Israel, Niger, Peru and the United States, disagreed.

Many voiced outrage at the continued sale of meat and *blubber from*(G1) the whales deemed to have been illegally culled and imported over a 16-year period.

It is truly shocking," *the representative from*(G1) Niger told the meeting, maintaining that when illegal international trade is detected in other endangered species, such as elephant ivory, the stockpiles are ordered confiscated and destroyed.

The researcher found G1 in Jakarta Post issued on 17 – 18 August, 2019. G1 collocation consist of noun + preposition combination.

Interviewed for the same article, hairstylist Stasha Harris commented, "...there's no rule book when it comes to braids. Anyone can wear them... However, before you sport them, pay credit where credit is due; be open for dialogue and education; and always use your *voice to make*(G2) a political statement that'll last far longer than any hairstyle.

If you don't treat fibrosis, you are at risk of the next stage called cirrhosis, which is severe scarring of the liver. At this point, the liver can no longer heal itself. It can take a long *time to develop*(G2) cirrhosis, sometimes 20 to 30 years.



Unfortunately, this is when people start noticing liver disease because the symptoms are more obvious. Cirrhosis can lead to many complications. Some of the symptoms and complications are: fatigue, or feeling tired; weakness; itching; loss of appetite; weight loss; nausea; bloating of the abdomen from ascites, which is a buildup of fluid in the abdomen; edema—swelling due to a buildup of fluid—in the feet, ankles, or legs; spiderlike blood vessels, called spider angiomas, on the skin; and jaundice, a condition that causes the skin and whites of the eyes to turn yellow.

Your liver has lost all *ability to function*(G2) and unable to heal. Liver failure can be a chronic or acute condition. Acute liver failure strikes fast just in 48 hours as a *reaction to poison*(G2) or a drug overdose. While chronic liver failure developed from cirrhosis may have been going on for years.

When you get the diagnosis for liver failure, you will immediately get medical *attention to*(G2) what is left of your liver. If this is not possible, the only option may be a liver transplant.

President Joko “Jokowi” Widodo will continue with his human capital development focus in the first year of his second term as his administration has designed the proposed 2020 state *budget to support*(G2) this agenda.

It’s that time of our lives as parents when we take our *kids to visit*(G2) some ivory towers for their eventual university studies.

The researcher found G2 in Jakarta Post issued on 14 – 28 August, 2019. G2 collocation consist of noun followed by *to* + infinitive.

The elected panel, which handles the treaty's compliance and enforcement, dismissed *Japan's claims that the cull(G3)* since 2002 of some 1,500 North Pacific sei whales was only scientifically motivated.

This matter should be considered closed," a member of the Japanese delegation said, a day before a global conference of all 183 *countries that have(G3)* signed the treaty kicks off in Geneva.

In his annual state address and financial note speech at the House of Representatives on Friday, Jokowi said the government had laid out five areas of *focus that could propel(G3)* Indonesia's economy against the backdrop of sluggish global economic growth and unfavorable external factors.

The arrival of Generation Z, those born after 1994, is transforming the urgent need for our archaic learning environments to be more Education 4.0 ready, using smart mobile devices, up-to-date Indonesian case studies and relevant *work skills that would help(G3)* employers shorten training times required to deploy new graduate recruits to quickly contribute to their bottom line, before the gen Z gets bored and move on to a competitor (usually within six months after joining the company).

It's no *secret that the world's(G3)* oceans are struggling. Overfishing, damaging commercial fishing practices, an ever-growing micro-plastic problem and the effects of climate change are taking their toll on seas, oceans and waterways across the world.

In response to the crisis, many initiatives have sprung up to address ocean health, some of these promote ecotourism and welcome anyone who is eager to

pitch in and help. Travelers can get involved in diverse *programs that*(G3) address the issues faced by our oceans.

Based in Dahab in the Sinai Peninsula, grass - roots organization Project Azraq is an eco-friendly add on to your snorkeling or diving holiday. With a focus on reef monitoring, marine education, and ongoing clean ups, Project Azraq provides an eco holiday *experience that allows*(G3) participants to gain both theoretical and practical environmental knowledge and skills/

The researcher found G3 in Jakarta Post issued on 15 – 17 August, 2019. G3 collocation consist of noun followed by that clause.

*In her home*(G4) not far from the Puskesmas, Novi showed reporters pictures of the B6 vitamins on Friday. The expiration date, covered by blue marker, was difficult to read but she claimed they had expired in April.

Novi, concerned for the health of her unborn baby, was taken *to a hospital*(G4) where a doctor confirmed to her that her baby was healthy.

Novi has since reported the incident to the Penjaringan Metro Police in North Jakarta, accusing the Kamal Muara Puskesmas of violating a law *on consumer protection*(G4).

But committee members *from a range of*(G4) including the European Union, Israel, Niger, Peru and the United States, disagreed.

Many voiced outrage at the continued sale of meat and blubber *from the whales*(G4) deemed to have been illegally culled and imported over a 16-year period.

It is truly shocking," the representative *from Niger*(G4) told the meeting, maintaining that when illegal international trade is detected in other endangered species, such as elephant ivory, the stockpiles are ordered confiscated and destroyed.

The European Union representative agreed, pointing *to article*(G4) 8 of the convention, which he said "requires ... confiscating specimens traded, or in this case introduced from the sea, in violation of CITES.

Japan meanwhile stressed that it had immediately followed the committee's October ruling, but balked *at the idea*(G4) it should be applied retroactively.

In the end, the committee ordered Japan to report back on its use of the sei whale stockpiles, but put off the thorny discussion *on confiscation*(G4) until next year.

While Japan remains bound by CITES international wildlife trade restrictions, it has withdrawn from the International Whaling Commission (IWC), enabling it last month to resume commercial whaling in its territorial waters *for the first time*(G4) in decades.

The researcher found G4 in Jakarta Post issued on 17 – 18 August, 2019. G4 collocation consist of preposition + noun combinations.

In her home not far from the Puskesmas, Novi showed reporters pictures of the B6 vitamins on Friday. The expiration date, covered by blue marker, was *difficult to*(G5) read but she claimed they had expired in April.

Your liver is one of the most important organs in your body. It is *responsible for*(G5) detoxifying the blood, aiding food digestion and storing energy as sugars for later use. But those are only the liver's main functions. There are also about 500 other functions that contribute to your health. When your liver cannot function properly, your whole body will be affected.

As liver failure gets worse, it can affect you mentally and physically. You may feel confused and disoriented. You may experience diarrhea, loss of appetite and lose weight rapidly. Because these symptoms can be caused by many other conditions, it is *hard to*(G5) diagnose liver failure just from a physical exam.

Being known for pushing his administration to become *more efficient in*(G5) using the state budget, President Joko "Jokowi" Widodo tried to pass the same message to House of Representatives members by teasing them about their past overseas trips.

I think this is also *relevant*(G5) all ladies and gentlemen here in the House," the President quipped to the delight of most members of the audience.

The government's plan to block the use of unlicensed cell phones entering Indonesia is *immature and detrimental to*(G5) the public interest, says the Indonesian Ombudsman.

The same can be found at the School of African and Oriental Studies (SOAS) and King's College London, my alma mater. There, the semesters are slightly *longer at*(G5) 10 weeks, but still within the three years for a bachelor's degree and a year for a master's. Such shorter semesters and academic rules are

actually commonplace at universities residing in the former UK colonies of Singapore, Australia and Malaysia, most of which are ranked internationally higher than our leading universities.

Returning to Jakarta to a freshly won presidential election, I was *curious about*(G5) the current government's focus on building Indonesia's human capital. There have been talks of "accelerating" human capital development, especially in eastern parts of Indonesia where large infrastructure development has been taking place.

The researcher found G5 in Jakarta Post issued on 16 – 28 August, 2019. G5 collocation consist of adjective + preposition combinations.

In her home not far from the Puskesmas, Novi showed reporters pictures of the B6 vitamins on Friday. The expiration date, covered by blue marker, was *difficult to read*(G6) but she claimed they had expired in April.

As liver failure gets worse, it can affect you mentally and physically. You may feel confused and disoriented. You may experience diarrhea, loss of appetite and lose weight rapidly. Because these symptoms can be caused by many other conditions, it is *hard to diagnose*(G6) liver failure just from a physical exam.

The researcher found G6 in Jakarta Post issued on 18 – 28 August, 2019. G6 collocation consist of predicate adjectives and followed by to + infinitive.

It is *possible that the pharmacist*(G7) made a mistake that day," Agus said".

The researcher found G6 in Jakarta Post issued on 18 August, 2019. G7 collocation consist of adjective which followed by that clause.

Kamal Muara Puskesmas head Agus Arianto Haryoso *denied Novi's claim(L1)* that she been consuming expired drugs from the Puskesmas since July, citing a lack of evidence, but conceded that such a scenario was possible.

is possible that the pharmacist *made a mistake(L1)* that day,” Agus said.

The elected panel, which handles the treaty's compliance and enforcement, *dismissed Japan's claims(L1)* that the cull since 2002 of some 1,500 North Pacific sei whales was only scientifically motivated.

She said, “Everyone *gets inspired(L1)* by other cultures; it’s a common cultural exchange, but it becomes an issue when that exchange is an unfair one and our history and customs are ignored.

When you do not *treat the inflammation(L1)*, the inflammation will start to cause the liver to scar. These scar tissues will replace the healthy liver tissue and thus reduce liver function. This entire process is called fibrosis.

Let us *revisit the spirit(L1)* of our Founding Fathers; that Indonesia is not only Jakarta and Java,” Jokowi said in his second of three speeches, “Indonesia is all regions in our homeland.

President Joko ‘Jokowi’ Widodo has *revealed details(L1)* of his administration’s 2020 state budget proposal, which foresee only a moderate

increase in revenue and expenditure targets compared to this year's double-digit expansions.

It's that time of our lives as parents when we *take our kids(L1)* to visit some ivory towers for their eventual university studies.

MCP also *runs an eco-aware scuba program(L1)*. They can teach travelers to become diver or advance their qualifications if they are already licensed. Picking up any rubbish along the way is part of the course.

The researcher found L1 in Jakarta Post issued on 14 - 28 August, 2019. L1 collocation consist of verb (usually transitive) followed by noun or pronoun (prepositional phrases).

The researcher was not found in *the Jakarta Post* editorial writings. L2 collocation consist of verb (meaning eradication and/or nullification) which followed by a noun. This kind of collocation usually called as EN (eradication and nullification) collocations.

A *pregnant woman(L3)* named Novi Sri Wahyuni, 21, claimed she had received and consumed expired vitamins from a community health center (Puskesmas) in Kamal Muarasubdistrict, Penjaringan, North Jakarta.

Instagram user *@insosbosra* commented on the post: "Bodysuit is not from Papua. What you are wearing is not only disrespectful but it's a very sloppy job of representation. You are making it about you by being in the middle and being the



only one wearing a provocative outfit. Please do a *better job*(L3) of presenting Melanesians and our culture.”.

President Joko “Jokowi” Widodo highlighted the need for “Indonesia-centric” development in his *annual state of the nation address*(L3) on Friday, where he took the stage wearing traditional Sasak attire.

Let us revisit the spirit of our *Founding Fathers*(L3) that Indonesia is not only Jakarta and Java,” Jokowi said in his second of three speeches, “Indonesia is all regions in our homeland.

The *annual speech*(L3) came ahead of Indonesia’s Independence Day, which falls on Saturday this year.

Why do we have to go far away to other countries when we can obtain all necessary information right from our smartphones. The United States, it’s accessible from here. Same goes for Russia and Germany,” Jokowi said during his speech, while displaying each country on his smartphone to those in attendance at *the annual event*(L3).

Jokowi, who will commence his second *presidential term*(L3) in October, said in a speech on Friday that the budget would be focused on five main aspects, namely human resource development, infrastructure improvement, reinforcement of social protection, regional autonomy and anticipation of global uncertainty.

It’s that time of our lives as parents when we take our kids to visit some *ivory*(L3) for their eventual university studies.

The arrival of Generation Z, those born after 1994, is transforming the urgent need for our archaic learning environments to be more Education 4.0 ready, using *smart mobile devices*(L3) up-to-date Indonesian case studies and relevant work skills that would help employers shorten training times required to deploy new graduate recruits to quickly contribute to their bottom line, before the gen Z gets bored and move on to a competitor (usually within six months after joining the company).

The researcher found L3 in Jakarta Post issued on 14 - 18 August, 2019. L3 collocation consist of adjective followed by noun. In some instances, more than one adjective (or more than one form of the same adjective) can collocate with the same noun.

*The caption reads*(L4) : “The braiding of hair in Papua is a tradition that started from the hand-weaving of a ‘noken’ bag. Hence, the Papuans actually refer to hair-braiding as ‘hair-weaving’ or ‘*ANYAM RAMBUT*’ in Indonesian language. ....There are now many ways of hair-braiding and for many different reasons. This tradition has become very popular in Papua that it turned into an annual competition at Jayapura. Isn’t it amazing how diverse yet similar we are as people? This is what my culture taught me. Unity in diversity.

Upon delivering his State of the Nation address at the legislative complex in Central Jakarta on Friday, the President said officials and lawmakers should look more into whether *a proposed piece of legislation met the interests*(L4) of

the nation and the people, rather than just trying to issue as many regulations as they could.

Added with non-tax revenues, *the state revenue reached(L4)* Rp.898.8 trillion, 41.5 percent of the state budget target.

*DCA runs(L4)* regular two-day trips for divers to Harapan Island as part of the SOSIS (Save Our Small Islands) program under The Indonesian Biodiversity Foundation. Divers are equipped with a collection bag for when they're underwater and on land, and they can visit turtle conservation programs, learn more about how waste banks and recycling facilities work, help plant corals, make eco-bricks and get acquainted with the local community.

The researcher found L4 in Jakarta Post issued on 14 - 16 August, 2019. L4 collocation consist of noun followed by verb combinations. The verb names an action characteristic of the person/things designated by the noun.

Novi has since reported the incident to the Penjaringan Metro Police in North Jakarta, accusing the Kamal MuaraPuskesmas of violating *a law on consumer protection(L5)*.

But committee members from *a range of countries(L5)*, including the European Union, Israel, Niger, Peru and the United States, disagreed.

It is truly shocking," the representative from Niger told the meeting, maintaining that when illegal international trade is detected in other endangered

species, such as *elephant ivory*(L5), the stockpiles are ordered confiscated and destroyed.

The event also involved members of the International Women's Club, such as KanyaTjandra from Thailand, Mary Ann Wijaya from the Philippines and KremenaAngelova from Bulgaria. Each was also dressed in a *kebaya* and batik by Alleira Batik, showcasing *a variety of styles*(L5) of the traditional attire.

According to Everyday Feminism, cultural appropriation is “when somebody adopts aspects of a culture that’s not their own. A deeper understanding of cultural appropriation also refers to a particular power dynamic in which members of a dominant culture take elements from *a culture of people*(L5) who have been systematically oppressed by that dominant group.

There are many different types of liver disease but with any liver disease the liver damage will progress in a similar way. It is important to know what happens to your liver at each stage of the progression before complete *liver failure*(L5). Understanding the progression of liver disease may help you make better health choices.

Cirrhosis can lead to *a number of complications*(L5), including liver cancer. The treatment for cirrhosis is to control the progress of the scarring and treat any complications and symptoms caused by cirrhosis.

Upon delivering his State of the Nation address at the legislative complex in Central Jakarta on Friday, the President said officials and lawmakers should look more into whether a proposed *piece of legislation*(L5) met the interests of the

nation and the people, rather than just trying to issue as many regulations as they could.

However, the biggest obstacles of achieving that “acceleration” is not a *lack of funds*(L5) or people or technology, but the largely outdated mindsets of both policymakers and those who own and run higher education institutions.

If you’re eager to do your bit on your next holiday, here are five places in Indonesia and beyond where ocean-loving travelers can be *part of the*(L5).

Its daily presentations teach guests about the key Red Sea species the project monitors. Reef monitoring — the ongoing *collection of data*(L5) pertaining to the underwater marine environment — is at the heart of their project and this data is passed to researchers.

The researcher found L5 in Jakarta Post issued on 14 - 28 August, 2019. L5 collocation consist of noun followed by noun combinations. This type of collocations indicates the unit that is associated with a noun.

The other symptoms, however, are *allegedly due*(L6) to poisoning.

According to conservationists, 1,500 tonnes of meat from 131 sei whales killed in 2018 alone have been commercialized in Japan, and sei whale meat remains *widely*(L6) in shops and restaurants in the country.

An article on the Fashionista website on braids and cultural appropriation featured braid stylist Tamara A., who commented, “As women of color, our hair has been the most controversial and *socially unacceptable*(L6) image.

During the Idul Fitri holiday, my family and I visited some university open-day sessions in the United Kingdom. My daughter, who will graduate from high school in a few years' time, is thinking of becoming a chef. Being a responsible parent, I tried my best in finding the right educational environment that would at least give her the best chance to make her relevant in today's *highly competitive(L6)* world.

The same can be found at the School of African and Oriental Studies (SOAS) and King's College London, my alma mater. There, the semesters are *slightly(L6)* at 10 weeks, but still within the three years for a bachelor's degree and a year for a master's.

However, the biggest obstacles of achieving that "acceleration" is not a lack of funds or people or technology, but the *largely outdated(L6)* mindsets of both policymakers and those who own and run higher education institutions/

Not only do they get bored easily, but they are also becoming *incredibly spoiled(L6)*, as illustrated by recent news of a University of Indonesia (UI) fresh graduate, refusing a starting Rp 8 million (US\$560) monthly salary.

In the face of complex regulations that often change and become *increasingly impossible(L6)* to meet, this has proven to be more challenging for many institutions to comply. The internet of things, AI technologies, coupled with increasingly higher expectations of industry and consumers of higher education, need to be met not only by those of us who operate in the front line of higher education, such as lecturers, deans, rectors, foundations, but also by policymakers

who need to set the right, relevant, realistic regulations to stimulate long-lasting improvements. These takes significant planning, time and resources.

As I look back at my stroll through Oxford, I wonder what really differentiates it to our leading universities. Centuries of history? Cleaner drinking water or air? Whatever it is, we must all collectively contribute today to transform our higher education system if we are to make our Indonesia great and *internationally relevant(L6)* in this Education 4.0 era, at least in the ASEAN region.

In an *increasingly globalized(L6)* world, international travel is now something more people than ever before can enjoy. But flights and the effects of mass tourism carry a carbon and ecological footprint that each destination and traveler need to reckon with. The rise of ecotourism may provide some solutions.

The researcher found L6 in Jakarta Post issued on 15 - 18 August, 2019. L6 collocation consist of adverb followed by adjective combinations. The meaning of most adverbs in this combination is “very”.

Japan meanwhile stressed that it had immediately followed the committee's October ruling, but balked at the idea it should be *applied retroactively(L7)*.

As liver failure gets worse, it can *affect you mentally and(L7)*. You may feel confused and disoriented. You may experience diarrhea, loss of appetite and lose weight rapidly. Because these symptoms can be caused by many other conditions, it is hard to diagnose liver failure just from a physical exam.

Jokowi added that he had instructed the executive branch of his administration to do their *work more*(L7).

The researcher found L7 in Jakarta Post issued on 16 - 28 August, 2019. L7 collocation consist of verb followed by adverb combinations.

### **The Contribution of Collocations to the Writing Course**

Writing course was one of the complicated skills faced by students in learning English. It needed serious effort. Studying writing meant that studying written text. The students tried to convey the message as good as possible in written context considering rules of language they use. A good writing was difficult to be acquired. It was clear that from identifying English grammatical and lexical collocation, the writer found that getting a good writing needed more attention to use English grammatical and lexical collocation as correct as possible. The reader needed to note what was important and what to come.

Teachers were responsible to provide the best way to help students in learning. They needed to transfer the sufficient knowledge and examples of writing to train the students expressing their ideas in written form, especially in building acceptable or coherence sentence or paragraph, so it was important to teach the students how to make a good writing based on English grammatical and lexical collocation. This helped the students understand how to get a good writing in conveying message and meaning based on English correct rules. The teachers had to be able to become advisor or editor to test how and why their students to



help themselves develop their writing skill to convey the ideas by studying language and always practicing writing. It increased their ability in making writing more natural and understandable. Furthermore, the students should be aware of required necessities to write and read in order to be able to make a good writing. In order to get advanced and communicative writing, it was suggested that the students had to do the following activities:

- 1) Analyzing their writings, the use of English grammatical and lexical collocation made their writings become more advance and communicative.
- 2) Trying and practicing, through these activities the students will realize their mistakes and progress in writing since they use English grammatical and lexical collocation in a good way.
- 3) Enriching vocabularies, this activity helped students improving the quality of writings. This can be done by reading English newspaper. Reading English newspaper will increase the lists of vocabulary since such writings contain English grammatical and lexical collocations which are very important in writing.

After the students were able to use English collocation appropriately in their writings, it was suggested for the teachers to do the following activities:

- 1) Motivating, it means that the teacher needs to encourage the students to develop their writings skills. The teachers have to be able to persuade the students that through the writing process, the students will be able to think creatively and express their thoughts in written form.

- 2) Giving attention, it means that the teacher needs to take care of the students' improvement in writing course. Teachers are not only responsible for transferring the knowledge but also maintaining the progress of their students.
- 3) Evaluating, it means that after transferring the knowledge and encouraging the students to write, the teacher needs to evaluate the whole process whether it is effective or not.

Many Indonesian English teachers may think that collocations are indeed intimidating. Therefore, they need to keep advancing their knowledge especially in English collocations. English collocation is divided into grammatical and lexical collocations. Each type of collocation may impose difficulty or confusion on learners of English. This is due to the fact that there is hardly clear-cut guideline for non-native learners to decide which combinations are exactly acceptable for creative purpose, or which one are simply unacceptable. The only way to get better grasp of English collocation is building up awareness of it and experiencing it receptively and productively

### **C. Research Finding**

Research finding from Identifying English Grammatical Collocations Found In The *Jakarta Post* Newspaper And Its Contribution To Writing Course.

Table 4.1

## Types of Grammatical Collocations

<b>No.</b>	<b>Types of Grammatical Collocations Found In <i>Jakarta Post</i> Newspaper</b>	<b>Amount</b>
1	G1 (Noun + Preposition Combination)	11
2	G2 (Noun + To + Infinitive)	6
3	G3 (Noun + That-Clause)	7
4	G4 (Preposition + Noun Combinations)	10
5	G5 (Adjective + Preposition Combination)	8
6	G6 (Adjective + To + Infinitive)	2
7	G7 (Adjective + That-Clause)	1

Table 4.2

## Types of Lexical Collocation

<b>No.</b>	<b>Types of Lexical Collocations Found In <i>Jakarta Post</i> Newspaper</b>	<b>Amount</b>
1	L1 (Verb Transitive + Noun/Pronoun)	9
2	L2 (Verb + Noun)	-
3	L3 (Adjective + Noun)	9
4	L4 (Noun + Verb Combinations)	4
5	L5 (Noun + Noun Combinations)	11
6	L6 (Adverb + Adjective Combinations)	11
7	L7 (Verb + Adverb Combinations)	3

#### **D. Discussion**

In this study, the researcher tried to identify and describe the English collocation found in *the Jakarta Post* newspaper issued on August 2019. The researcher identified the English grammatical and lexical collocation found in *the Jakarta Post* newspaper in order to provide some insight of the use of collocations in writing. After identifying the words, the phrase, or sentences in *the Jakarta Post*, the researcher found that the editorial writers of *the Jakarta Post* newspaper used various types of English collocations in their writing. It was done to convey the message or the information in effective and communicative way.

From the identification, the researcher expected that this research can be useful for both teachers and students in teaching and learning writing. In teaching writing, we needed knowledge as much as possible to help us improving the ability to create a good writing. Furthermore, good was not enough but the students had to be able to write or express their ideas in effective and communicative way. This can be done by mastering the English grammatical and lexical collocations and knowing when and how to use them in writing.

This study was dedicated to those who want to be able to write effectively, especially to the students at English Department in Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data of collocation types of, the conclusions are drawn as follows:

1. There are seven types found in the *Jakarta Post* newspaper the edition of 14<sup>th</sup> to 28<sup>th</sup> August. English collocation is divided into grammatical and lexical collocations. Grammatical collocations consist of noun, verb, or adjective plus a particle, adverb, or a grammatical structure, such as an infinitive, gerund or clause. Lexical collocations are combinations of adjective plus noun; adverb plus adjective; verb plus noun and etc.
2. Each type of collocation may impose difficulty or confusion on learners of English. This is due to the fact that there is hardly clear-cut guideline for non-native learners to decide which combination are exactly acceptable and whose co-occurrence are highly predictable; or which ones are possibly acceptable for creative purpose, or which one are simply unacceptable.

The only way to get better grasp of English collocations is building up awareness of it and experiencing its receptively and productively.

## **B. Suggestion**

According to the study, there are some suggestions offered by the researcher such as:

1. For the readers, the readers are expected to get information and enrich their knowledge about English grammatical and lexical collocations, especially in finding good dictions in English.
2. For the teachers, they are expected to be able to explain more English grammatical and lexical collocations in order to help the students understand and enable them to use it in writing.
3. For the students, they are expected to improve their skills in writing by reading newspaper and trying to analyze it. It could help them to be able to write an effective and communicative writing.
4. For the researchers, the researchers who are interested to study the related topic to this research, are expected to be able to give contributions to the teaching writing process.

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## **Appendix 1 The Jakarta Post Editorial Writings**

### **Pregnant Woman Accuses Puskesmas Of Giving Out Expired Vitamins**

The Jakarta Post

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Jakarta / Sun, August 18, 2019/ 11:28 am

A pregnant woman named Novi Sri Wahyuni, 21, claimed she had received and consumed expired vitamins from a community health center (Puskesmas) in Kamal Muara subdistrict, Penjaringan, North Jakarta.

In her home not far from the Puskesmas, Novi showed reporters pictures of the B6 vitamins on Friday. The expiration date, covered by blue marker, was difficult to read but she claimed they had expired in April.

She added that she had taken 36 vitamins since her first visit to the health center on July 11 but only discovered they were expired on Tuesday.

She claimed to have experienced vomiting, nausea and headaches since July.

“One strip had 12 pills, so I have consumed 36 pills,” Novi said on Friday, claiming to have lost 3 kilograms since consuming the vitamins as quoted by [kompas.com](http://kompas.com).

Novi, concerned for the health of her unborn baby, was taken to a hospital, where a doctor confirmed to her that her baby was healthy.

The other symptoms, however, are allegedly due to poisoning.

Kamal Muara Puskesmas head Agus Arianto Haryoso denied Novi’s claim that she been consuming expired drugs from the Puskesmas since July, citing a lack of evidence, but conceded that such a scenario was possible.

Agus said pharmacists had a protocol in dispensing medication after reading a prescription and that expired drugs were usually separated from unexpired drugs.

“It is possible that the pharmacist made a mistake that day,” Agus said.

He added that Novi’s claim of consuming 36 pills could not be confirmed, conceding only that the vitamins she presented were expired.

Novi has since reported the incident to the Penjaringan Metro Police in North Jakarta, accusing the Kamal Muara Puskesmas of violating a law on consumer protection. (tru)

## **Japan Under Pressure Over Past Hunting Of Endangered Whales**

AGENCE FRANCE-PRESSE

Geneva, Switzerland / Sat, August 17, 2019 / 12:56 pm)

Japan insisted Friday it no longer hunts endangered sei whales in international waters but faced accusations of still violating a wildlife treaty by allowing commercialization of meat from past catches.

The standing committee of the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) last October found Japan in breach of the treaty and ordered it to rectify the situation or face trade sanctions.

The elected panel, which handles the treaty's compliance and enforcement, dismissed Japan's claims that the cull since 2002 of some 1,500 North Pacific sei whales was only scientifically motivated.

Instead, it found that the hunt was primarily commercially motivated, and thus constituted international trade in a protected species and a clear violation of the treaty.

Japan told the committee meeting in Geneva on Friday that it no longer permits taking sei whales on the high sea and is therefore in compliance with CITES.

"This matter should be considered closed," a member of the Japanese delegation said, a day before a global conference of all 183 countries that have signed the treaty kicks off in Geneva.

But committee members from a range of countries, including the European Union, Israel, Niger, Peru and the United States, disagreed.

Many voiced outrage at the continued sale of meat and blubber from the whales deemed to have been illegally culled and imported over a 16-year period.

According to conservationists, 1,500 tonnes of meat from 131 sei whales killed in 2018 alone have been commercialized in Japan, and sei whale meat remains widely available in shops and restaurants in the country.

- 'Truly shocking' –

"It is truly shocking," the representative from Niger told the meeting, maintaining that when illegal international trade is detected in other endangered species, such as elephant ivory, the stockpiles are ordered confiscated and destroyed.

The European Union representative agreed, pointing to article 8 of the convention, which he said "requires ... confiscating specimens traded, or in this case introduced from the sea, in violation of CITES."

Japan meanwhile stressed that it had immediately followed the committee's October ruling, but balked at the idea it should be applied retroactively.

In the end, the committee ordered Japan to report back on its use of the sei whale stockpiles, but put off the thorny discussion on confiscation until next year.

While Japan remains bound by CITES international wildlife trade restrictions, it has withdrawn from the International Whaling Commission (IWC), enabling it last month to resume commercial whaling in its territorial waters for the first time in decades.

It has allotted itself a hunting quota of 227 of the giant sea mammals this year, including 25 sei whales.

## **Ambassadors' Wives Don 'Kebaya' To Celebrate Indonesia's Independence Day**

THE JAKARTA POST

Jakarta / Thu, August 15, 2019 / 05:36 pm

Six wives of ambassadors from various countries, including Sabai Win, spouse of the Myanmarese ambassador to ASEAN; Yukari Sunaga, spouse of the Japanese ambassador to ASEAN; and Lenise Barbosa, spouse of the Brazilian ambassador to Indonesia, walked down the runway at Kudus Hall in The Sultan Hotel & Residence, Central Jakarta, on Wednesday.

The event, called Batik for Independence Day, presented the ambassadors' wives in *kebaya* (traditional Indonesian blouse) and batik by Alleira Batik.

The event also involved members of the International Women's Club, such as Kanya Tjandra from Thailand, Mary Ann Wijaya from the Philippines and Kremena Angelova from Bulgaria. Each was also dressed in a *kebaya* and batik by Alleira Batik, showcasing a variety of styles of the traditional attire.

As the name implies, the event was held to celebrate Indonesia's 74<sup>th</sup> Independence Day.

The Sultan Hotel marketing communications manager Indira Puliraja told *The Jakarta Post*, "We collaborated with Alleira Batik as we are both local brands

[targeting] the same market. We wish to introduce the archipelago through batik and a fashion show to the spouses of ambassadors, as they are representatives of their countries in Indonesia.” (wng)

## **Agnez Mo Accused Of Cultural Appropriation Over Hairstyle**

THE JAKARTA POST

Jakarta / Wed, August 14, 2019 / 10:15 pm

Indonesian singer Agnez Mo has received some negative comments regarding her new hairstyle.

The singer was first seen wearing braided hair on her Instagram post on July 22.

In a July 30 post, Agnez can be seen with her braided hair, a cream-colored one-piece bodysuit and a combination of traditional and modern accessories. She stands between two women who wear their natural hair and don traditional fabrics.

The caption reads, “#Diamonds #WeAreIndonesians. We’re wearing one of many Indonesian traditional outfits (incl. accessories), from Papua (east side of Indonesia).”

Instagram user @insosbosra commented on the post: “Bodysuit is not from Papua. What you are wearing is not only disrespectful but it’s a very sloppy job of representation. You are making it about you by being in the middle and being the only one wearing a provocative outfit. Please do a better job of presenting Melanesians and our culture.”

On Aug. 11, Twitter user @awkvert said, “Sweetie @agnezmo we’re proud of your success but we need to talk about your exploitation of black culture (no, you are NOT black just because you live in the same country as Papuans) and embarrassing us by wearing braids in front of Meghan thee Stallion herself.”

In another tweet, the user said, “...for her to show up wearing it in front of an African American woman, whose culture is still oppressed and devalued for aesthetic purposes by non-black people, it is appropriation.”

Sweetie @agnezmo we're proud of our success but we need to talk about ur exploitation of black culture (no, you are NOT black just bc you live in the same country as Papuans) and embarrassing us by wearing braids in front of Megan thee Stallion herself foh

(@awkvert) August 11, 2019

Another Twitter user, @MuslimahAngry, said, “If the people who are of the culture are explaining that it isn’t appreciation but instead is appropriation then perhaps you should listen to them? She’s using Black culture to be popular, that isn’t appreciation” in a reply to a tweet saying “it’s about cultural appreciation not cultural appropriation, thanks”.

Since July 31, Agnez posted 16 Instagram photos and videos of herself sporting braids, including a video when she appeared to be in the shooting location of American rapper Meghan Thee Stallion's music video and pictures of Papuans in their traditional attire and Balinese dancers.

In what appeared to be a statement by Agnez responding to accusations of cultural appropriation, she posted a picture on Monday that depicts the Sentani Lake Festival in Papua where the hair-braiding took place.

The caption reads: "The braiding of hair in Papua is a tradition that started from the hand-weaving of a 'noken' bag. Hence, the Papuans actually refer to hair-braiding as 'hair-weaving' or '*ANYAM RAMBUT*' in Indonesian language. ....There are now many ways of hair-braiding and for many different reasons. This tradition has become very popular in Papua that it turned into an annual competition at Jayapura. Isn't it amazing how diverse yet similar we are as people? This is what my culture taught me. Unity in diversity."

According to Everyday Feminism, cultural appropriation is "when somebody adopts aspects of a culture that's not their own. A deeper understanding of cultural appropriation also refers to a particular power dynamic in which members of a dominant culture take elements from a culture of people who have been systematically oppressed by that dominant group."

Several celebrities have been accused of cultural appropriation, including Kim Kardashian who wore braids on several occasions, singer Selena Gomez who wore an Indian-inspired dress and a bindi in a 2013 performance and fashion designer Marc Jacobs who sent out all-white models with dreadlocks in his 2016 fashion show.

An article on the Fashionista website on braids and cultural appropriation featured braid stylist Tamara A., who commented, "As women of color, our hair has been the most controversial and socially unacceptable image."

She said, "Everyone gets inspired by other cultures; it's a common cultural exchange, but it becomes an issue when that exchange is an unfair one and our history and customs are ignored."

Interviewed for the same article, hairstylist Stasha Harris commented, "...there's no rule book when it comes to braids. Anyone can wear them... However, before you sport them, pay credit where credit is due; be open for dialogue and education; and always use your voice to make a political statement that'll last far longer than any hairstyle." (wng)

## **What Happens In The 4 Stages Of Liver Disease**

Jakarta / Sun, August 28, 2016 / 12:18 pm

There are many different types of liver disease but with any liver disease the liver damage will progress in a similar way. It is important to know what happens to your liver at each stage of the progression before complete liver failure. Understanding the progression of liver disease may help you make better health choices.

Your liver is one of the most important organs in your body. It is responsible for detoxifying the blood, aiding food digestion and storing energy as sugars for later use. But those are only the liver's main functions. There are also about 500 other functions that contribute to your health. When your liver cannot function properly, your whole body will be affected.

Here are the four stages of liver disease.

### **Stage 1: The first sign of liver damage is inflammation**

One of the main functions of your liver is to detoxify your blood of toxins found in the food you eat and the products you use. The first sign of liver damage is inflammation. Inflammation in the liver is a sign of your immune system responding to foreign substances, such as too much toxins. This can cause your liver to enlarge.

There are many causes for inflammation. Excess fat in the liver, too much toxins or a viral infection in the liver can make your liver tender and swell up. These are some conditions that might cause inflammation in the liver: non-alcoholic fatty liver; alcoholic fatty liver; and liver hepatitis, including viral hepatitis or autoimmune hepatitis.

Most of the time, you can feel if your liver is injured when you have stomach pain in the liver area (the upper right area of your abdomen). Sometimes, you will feel heat in the area. There are some cases where you have no sign of inflammation at all, such as in non-alcoholic fatty liver.

Let your doctor know if you have any signs of inflammation. Treating your liver at this stage can help reverse liver damage.

### **Stage 2: Fibrosis is the start of liver scarring**

When you do not treat the inflammation, the inflammation will start to cause the liver to scar. These scar tissues will replace the healthy liver tissue and thus reduce liver function. This entire process is called fibrosis.

When the liver's function drops, toxins and fat will continue their build up in the liver. Besides preventing the liver from functioning, the scar can block blood flow to the organ.

At this stage, there is still chance to save your liver through medication and lifestyle management. Your liver has an amazing healing ability, thus it still may heal from this stage.

*(Read also: [What's lurking inside your pot belly](#))*

### **Stage 3: More severe scarring leads to cirrhosis**

If you don't treat fibrosis, you are at risk of the next stage called cirrhosis, which is severe scarring of the liver. At this point, the liver can no longer heal itself. It can take a long time to develop cirrhosis, sometimes 20 to 30 years. Unfortunately, this is when people start noticing liver disease because the symptoms are more obvious. Cirrhosis can lead to many complications. Some of the symptoms and complications are: fatigue, or feeling tired; weakness; itching; loss of appetite; weight loss; nausea; bloating of the abdomen from ascites, which is a buildup of fluid in the abdomen; edema—swelling due to a buildup of fluid—in the feet, ankles, or legs; spiderlike blood vessels, called spider angiomas, on the skin; and jaundice, a condition that causes the skin and whites of the eyes to turn yellow.

Cirrhosis can lead to a number of complications, including liver cancer. The treatment for cirrhosis is to control the progress of the scarring and treat any complications and symptoms caused by cirrhosis.

### **Stage 4: Liver failure**

Your liver has lost all ability to function and unable to heal. Liver failure can be a chronic or acute condition. Acute liver failure strikes fast just in 48 hours as a reaction to poison or a drug overdose. While chronic liver failure developed from cirrhosis may have been going on for years. When you have liver failure, your best option might be a liver transplant.

As liver failure gets worse, it can affect you mentally and physically. You may feel confused and disoriented. You may experience diarrhea, loss of appetite and lose weight rapidly. Because these symptoms can be caused by many other conditions, it is hard to diagnose liver failure just from a physical exam.

When you get the diagnosis for liver failure, you will immediately get medical attention to salvage what is left of your liver. If this is not possible, the only option may be a liver transplant.

It is important to have your health checked regularly, as liver disease can be detected during the inflammation stage or fibrosis stages through an ultrasound or X-ray of your stomach. If you are treated successfully at these stages, your liver may have a chance to heal itself and recover. (kes)



## **In ‘Sasak’ Attire, Jokowi Talks About Indonesia-Centric Development, Capital Relocation**

The Jakarta Post

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Jakarta / Fri, August 16, 2019 / 01:15 pm

President Joko “Jokowi” Widodo highlighted the need for “Indonesia-centric” development in his annual state of the nation address on Friday, where he took the stage wearing traditional Sasak attire.

Standing at the podium in House of Representatives complex, Jokowi donned golden attire with a black-gold sarong and traditional headband that originates from West Nusa Tenggara.

He stood before members of all branches of the government — the executive, the legislative and the judicial — and reminded them to work together to realize equitable development for the nation.

“Let us revisit the spirit of our Founding Fathers; that Indonesia is not only Jakarta and Java,” Jokowi said in his second of three speeches, “Indonesia is all regions in our homeland.”

“The development programs [in the country] must be Indonesia centered and serve to benefit all the regions in the archipelago,” he went on.

The annual speech came ahead of Indonesia’s Independence Day, which falls on Saturday this year.

During the speech, Jokowi also formally asked all officials and representatives in attendance to support his administration’s plan to relocate Indonesia’s capital to Kalimantan.

The President, however, did not announce in which specific region the new capital would be built.

“The [new] capital is not only a symbol of our nation’s identity, but also represents our nation’s development,” Jokowi said, “It’s for the sake of realizing an equitable and just economy.”

The state of the nation address on Friday was Jokowi’s last of his first five-year term after taking office in 2014. The incumbent — who won reelection in April’s presidential race — will be inaugurated for his second term in October.

The President is set to deliver the last of his three speeches on Friday, which will be on the state budget. (afr)

## Take Note, Lawmakers: Jokowi Pokes Fun At House's Overseas Trips

The Jakarta Post

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Jakarta / Fri, August 16, 2019 / 08:21 pm

\Being known for pushing his administration to become more efficient in using the state budget, President Joko "Jokowi" Widodo tried to pass the same message to House of Representatives members by teasing them about their past overseas trips.

Upon delivering his State of the Nation address at the legislative complex in Central Jakarta on Friday, the President said officials and lawmakers should look more into whether a proposed piece of legislation met the interests of the nation and the people, rather than just trying to issue as many regulations as they could.

Jokowi added that he had instructed the executive branch of his administration to do their work more efficiently.

"Why do we have to go far away to other countries when we can obtain all necessary information right from our smartphones. The United States, it's accessible from here. Same goes for Russia and Germany," Jokowi said during his speech, while displaying each country on his smartphone to those in attendance at the annual event.

"I think this is also relevant for all ladies and gentlemen here in the House," the President quipped to the delight of most members of the audience.

The House has frequently faced criticism for allowing lawmakers go abroad on working visits given their lack of accountability. Lawmakers have also failed to impress the public with their performances despite the number of working visits overseas that were paid for out of taxpayers' money.

In 2016, then-House speaker and Golkar Party politician Ade Komarudin decided to limit working visits abroad for lawmakers following public criticism. The decision, however, was overruled by his successor and fellow Golkar member Setya Novanto. The latter argued that working visits were the right of all House members, as they helped them to do their work better. (afr)

## **Shopee Announces Cristiano Ronaldo As Newest Brand Ambassador**

THE JAKARTA POST

Jakarta / Thu, August 15, 2019 / 05:21 pm

E-commerce platform Shopee announced a collaboration with Portuguese soccer player Cristiano Ronaldo, who has become its newest brand ambassador.

Ronaldo and Shopee are to present various initiatives, starting with an annual shopping campaign, the 9.9 Super Shopping Day, which is to run from Aug. 16 to Sept. 9.

In a statement, Shopee's CEO Chris Feng said, "Cristiano Ronaldo is a figure who inspires many people and his dedication to the world of football is in line with our commitment to Shopee users."

Ronaldo added, "I am proud to be Shopee's brand ambassador because we have the same ambition to be the best in our field. I always improve my game for fans and teams, just like Shopee who continues to innovate to benefit its users."

In the initiatives, Shopee users and fans of Ronaldo can get a chance to be closer to the iconic athlete with exclusive contents on Shopee Live.

A Shopee ad starring Ronaldo is to premiere on Aug. 16 and is to air simultaneously in seven countries where Shopee operates, including Singapore, Taiwan, Thailand and Indonesia.

The 9.9 Super Shopping Day features offers and entertainment, such as free shipping, cashback vouchers up to Rp 2 million (US\$140) and discounts of up to Rp 150,000 from partner banks.

More information on the Shopee 9.9 Super Shopping Day series is available [here](#).  
(ran/wng)

## **Plan To Block Unlicensed Cell Phones Immature: Ombudsman**

Jakarta / Sat, August 17, 2019 / 12:09 pm

The government's plan to block the use of unlicensed cell phones entering Indonesia is immature and detrimental to the public interest, says the Indonesian Ombudsman.

The Ombudsman noted some oddities in the initiative after a recent meeting with the Communications and Information Ministry to examine the ministry's draft for a regulation on the matter.

“It is not substantiated and neglects people’s interests,” said Alvin Lie, an Ombudsman official, during a seminar at the institution’s headquarters in Jakarta on Thursday.

“Some technical aspects are not properly [regulated], while a ministerial regulation should be technical,” he said, without specifying which points the Ombudsman had examined.

The Industry Ministry, the Trade Ministry and the Communications and Information Ministry will simultaneously issue ministerial regulations to enhance their supervision of the cell phone market by validating the gadgets through their International Mobile Equipment Identity Code (IMEI).

The regulations, aimed at protecting domestic industries and increasing national income, are expected to be issued on Aug. 17, when Indonesia celebrates its 74<sup>th</sup> year of independence

“The regulation is misdirected,” Alvin said. “If it aims to secure state revenue, we all know that the tariff on cell phone imports has been reduced to 0 percent in 2018,” he said.

Around 20 percent of smartphones in the domestic market are sold illegally without registration or certification from the authorities, according to the Indonesian Cell Phone Association (APSI). This situation resulted in an estimated Rp 2.8 trillion of foregone tax revenue. (asp)

## **Govt Eyes Moderate Rise In Revenue, Expenditure In 2020 State Budget**

Jakarta / Sat, August 17, 2019 / 10:14 am

President Joko ‘Jokowi’ Widodo has revealed details of his administration’s 2020 state budget proposal, which foresee only a moderate increase in revenue and expenditure targets compared to this year’s double-digit expansions.

The government aims to collect Rp 2,221 trillion (US\$156 billion) in state revenue next year, a 2.6 percent increase from this year’s budget. Meanwhile, state expenditure is planned to be Rp 2,528 trillion, up only 1.5 percent from Rp 2,462 trillion set aside in the 2019 budget.

According to Finance Ministry data, state revenue and expenditure in the 2019 budget are up around 13 percent and 10 percent, respectively, from last year.

Jokowi, who will commence his second presidential term in October, said in a speech on Friday that the budget would be focused on five main aspects, namely human resource development, infrastructure improvement, reinforcement of social protection, regional autonomy and anticipation of global uncertainty.

“[There will be a] focus on those five aspects, while keeping in mind expansive yet targeted and measured fiscal policies,” Jokowi said in front of lawmakers and policymakers at the House of Representatives as a part of his annual speech.

The Finance Ministry said it had collected Rp 603.34 in tax revenue during the first half of the year, or 38.25 percent of the full-year target.

Together with nontax income, total state revenue reached Rp 898.8 trillion, or 41.5 percent of the total target, during the same period.

State expenditure, meanwhile, was recorded at Rp 1,034 trillion, or 42 percent of the total allocation.

### **‘Human Capital’ Keyword For 2020 State Budget**

Jakarta / Fri, August 16, 2019 / 07:59 pm

President Joko “Jokowi” Widodo will continue with his human capital development focus in the first year of his second term as his administration has designed the proposed 2020 state budget to support this agenda.

In his annual state address and financial note speech at the House of Representatives on Friday, Jokowi said the government had laid out five areas of focus that could propel Indonesia’s economy against the backdrop of sluggish global economic growth and unfavorable external factors.

The five main aspects are human resources development, infrastructure acceleration, reinforcement of social protection programs, regional autonomy and anticipation of global uncertainties, the President said.

“With a focus on those five aspects, and keeping in mind expansive yet directed and measured fiscal policies, [the state revenue target] has thus been set at Rp 2.22 quadrillion [US\$156 billion],” Jokowi said, adding that strengthening innovation and improving Indonesia’s human capital would be crucial to supporting domestic growth.

The figure is an increase of 2.6 percent from this year’s target of Rp 2.17 quadrillion. This year, the Finance Ministry said it had collected Rp 603.34 trillion in taxes in the first half, or 38.25 percent of the state budget target and a year-on-year(yoy) increase of 3.37 percent in tax revenue.

Added with non-tax revenues, the state revenue reached Rp 898.8 trillion, 41.5 percent of the state budget target.

Meanwhile, state expenditure forecast for 2020 has been set at Rp 2.53 quadrillion, approximately 14.5 percent of GDP, up only 1.5 percent from Rp 2.46 quadrillion in the 2019 state budget.

As of the first half of 2019, state expenditure realization was recorded at Rp 1.03 quadrillion, 42 percent of the total allocation.

### **Jokowi Reveals Bearish Oil And Gas Outlook For Next Year**

President Joko “Jokowi” Widodo delivered on Friday in Jakarta the annual financial note speech, which included a bearish outlook on the oil and gas industry in Indonesia next year.

The government expects the Indonesian Crude Price (ICP) to hit around US\$65 per barrel next year, lower than the expected \$70 per barrel for this year but slightly higher than the \$61 per barrel price tag as of June, according to the Energy and Mineral Resources Ministry data.

“With a high sensitivity toward global dynamics, the government continues to monitor the movement of oil prices and global commodities,” said Jokowi in the House of Representatives.

The government also expects crude oil ready-to-use production to hit 734,000 barrels per day (bpd) next year, which is lower than the forecast average of 750,000 bpd for this year.

However, the government revised this year’s crude oil production target to 755,000 bpd and production reached 752,000 bpd as of June, according to the Upstream Oil and Gas Regulatory Special Task Force (SKK Migas).

Meanwhile, natural gas ready-to-use production is expected to reach 1.19 million barrels of oil equivalent per day (boepd) next year, which is lower than the forecast 1.25 million boepd for this year. Production reached 1.05 boepd as of June, according to SKK Migas.

### **Indonesia's Digital Economy To Double In Value By 2024, Says Study**

Jakarta / Sat, August 17, 2019 / 03:59 pm

Indonesia's digital economy is expected to almost double in value from Rp 814 trillion last year to Rp 1.447 quadrillion (US\$101 billion) by 2024, a recent study says.

The joint study by the Institute for Development of Economics and Finance (Indef) and non-profit research foundation Laboratorium Data Persada has found that the digital economy generated added value to several sectors, including manufacturing, trade and transportation, and communication.

"The manufacturing sector has benefited the most," Indef research director Berly Martawardaya said on Wednesday, adding that the digital economy would create Rp 100 trillion value added in the manufacturing industry.

Berly said the government should ensure nationwide internet access in its efforts to spur growth in the digital economy, as well as work with businesspeople to develop digital skills development, logistics and financial access, among other things.

Mira Tayyiba, the economic relations expert staff to the Coordinating Economic Minister, who attended the discussion, said that the government had taken several measures to boost the digital economy, citing education programs and the Palapa Ring nationwide broadband network.

"The government is working together with businesses, such as marketplace, in upgrading local products through education programs," said Mira. "*Insyah Allah* [God willing], the Palapa Ring project will be completed this year," she added. (awa)

### **Indonesia's Higher Education: Staying Relevant In Education 4.0 Era**

It's that time of our lives as parents when we take our kids to visit some ivory towers for their eventual university studies.

During the Idul Fitri holiday, my family and I visited some university open-day sessions in the United Kingdom. My daughter, who will graduate from high school in a few years' time, is thinking of becoming a chef. Being a responsible parent, I tried my best in finding the right educational environment that would at least give her the best chance to make her relevant in today's highly competitive world.

The first stop was Oxford University, where I met a friend who is completing his PhD in theoretical physics. Whilst acting as our guide, visiting all the beautiful colleges, I asked him of his learning experience. To my surprise, neither master's degree nor PhD students are required to publish academic papers in journals, something mandatory for all master's and PhD students in Indonesia. Academic semesters at Oxford are eight weeks in length, versus Indonesia's 16 weeks; undergraduate degrees last three years, a master's 10 months. In Indonesia, the periods are four years and 24 months, respectively.

Students completing their undergraduate degrees can go directly to PhD if they manage to get top grades. In Indonesia, all PhD hopefuls must first have a master's degree, taking a longer route.

The same can be found at the School of African and Oriental Studies (SOAS) and King's College London, my alma mater. There, the semesters are slightly longer at 10 weeks, but still within the three years for a bachelor's degree and a year for a master's. Such shorter semesters and academic rules are actually commonplace at universities residing in the former UK colonies of Singapore, Australia and Malaysia, most of which are ranked internationally higher than our leading universities.

Returning to Jakarta to a freshly won presidential election, I was curious about the current government's focus on building Indonesia's human capital. There have been talks of "accelerating" human capital development, especially in eastern parts of Indonesia where large infrastructure development has been taking place.

However, the biggest obstacles of achieving that "acceleration" is not a lack of funds or people or technology, but the largely outdated mindsets of both policymakers and those who own and run higher education institutions.

In the last four years, I have met more than 400 state and private sector universities all over Indonesia, constantly preaching the benefits of mobile learning technologies that can rapidly transform them and increase student intake with low investments. Sadly, the majority of my academic colleagues are still trapped in some sort of time warp, many seemingly totally oblivious of tectonic changes happening within their institutions, let alone the dynamic market place and technological shifts occurring outside.

These "centers of excellence", the foundations of our national economic might, are much more akin to Jurassic parks full of aging T-Rexes rather than the leading technology and knowledge centers we would expect from them.

Our university students still study in the same Socratic method of ancient Greece 3,000 plus years ago: the lecturer-centered learning, one seemingly-know-it-all professor, boringly dispensing outdated academic materials with little relevance in today's Industrial 4.0 world.

The arrival of Generation Z, those born after 1994, is transforming the urgent need for our archaic learning environments to be more Education 4.0 ready, using smart mobile devices, up-to-date Indonesian case studies and relevant work skills that would help employers shorten training times required to deploy new graduate recruits to quickly contribute to their bottom line, before the gen Z gets bored and move on to a competitor (usually within six months after joining the company).



Not only do they get bored easily, but they are also becoming incredibly spoiled, as illustrated by recent news of a University of Indonesia (UI) fresh graduate, refusing a starting Rp 8 million (US\$560) monthly salary.

In the face of complex regulations that often change and become increasingly impossible to meet, this has proven to be more challenging for many institutions to comply. The internet of things, AI technologies, coupled with increasingly higher expectations of industry and consumers of higher education, need to be met not only by those of us who operate in the front line of higher education, such as lecturers, deans, rectors, foundations, but also by policymakers who need to set the right, relevant, realistic regulations to stimulate long-lasting improvements. These takes significant planning, time and resources.

As I look back at my stroll through Oxford, I wonder what really differentiates it to our leading universities. Centuries of history? Cleaner drinking water or air? Whatever it is, we must all collectively contribute today to transform our higher education system if we are to make our Indonesia great and internationally relevant in this Education 4.0 era, at least in the ASEAN region. (kes)

## **Ecotourism For Ocean Warriors: 5 Places Where Travelers Can Help Make A Difference**

- / Thu, August 15, 2019 / 04:01 pm

It's no secret that the world's oceans are struggling. Overfishing, damaging commercial fishing practices, an ever-growing micro-plastic problem and the effects of climate change are taking their toll on seas, oceans and waterways across the world.

In response to the crisis, many initiatives have sprung up to address ocean health, some of these promote ecotourism and welcome anyone who is eager to pitch in and help. Travelers can get involved in diverse programs that directly address the issues faced by our oceans.

In an increasingly globalized world, international travel is now something more people than ever before can enjoy. But flights and the effects of mass tourism carry a carbon and ecological footprint that each destination and traveler need to reckon with. The rise of ecotourism may provide some solutions.

If you're eager to do your bit on your next holiday, here are five places in Indonesia and beyond where ocean-loving travelers can be part of the change.

### **Indonesia**

Straddling both the Pacific and the Indian oceans and with more than 17,000 islands, it's little wonder that beach-going travelers and divers flock to

Indonesia's rich waters and island havens. In Indonesia, there are multiple ways to get involved in ocean preservation, including these three organizations.

### *CERES Global Indonesia Trip*

CERES, or the Centre for Education and Research in Environmental Strategies, is an Australian not-for-profit initiative that is based in Melbourne, Victoria. In 2020, CERES is returning to Indonesia to continue the work it started in collaboration with Indonesian environmental organizations in 2018 and 2019.

During the trip, travelers will help researchers and leading environmentalists collect water samples for ocean microplastics research. Participants will also learn more about the main causes and the complexities involved in finding political and community solutions to the global challenges facing the oceans.

### *Divers Clean Action*

Divers Clean Action (DCA) is an Indonesian NGO that focuses on combating marine debris, particularly in Indonesia's smaller islands. The group also aims to get youth more involved in ocean health and wellbeing and to enable both preventative and curative measures.

DCA runs regular two-day trips for divers to Harapan Island as part of the SOSIS (Save Our Small Islands) program under The Indonesian Biodiversity Foundation. Divers are equipped with a collection bag for when they're underwater and on land, and they can visit turtle conservation programs, learn more about how waste banks and recycling facilities work, help plant corals, make eco-bricks and get acquainted with the local community.

Travelers should note that a diving license is not necessary and snorkelers are more than welcome to join the trips.

### *North Bali Reef Conservation*

This NGO aims to give back to the oceans in the form of corals and works on preventative actions. Volunteers at North Bali Reef Conservation help plan and construct artificial reef structures on land. The NGO is very active and it has installed more than 3,000 artificial reef structures around Bali. These new reefs provide homes for corals and small fish species and draw in larger marine life. The reefs are placed in places where the natural reef has been destroyed.

In addition to their artificial reef program, North Bali Reef Conservation runs regular weekly cleanups on Tianyar Beach. Young local school students are encouraged to get involved, as the aim is to teach the future generation the importance of protecting the environment and educate youth about the damages wrought by plastic pollution.

## **The Philippines**

Another firm favorite with divers and ocean lovers, The Philippines has a climate that draws divers and travelers from all over the world. With around 7,641 islands and miles upon miles of coastline, it's fair to say that this archipelagic nation has the ocean on its doorstep.

### *Marine Conservation Philippines*

Marine Conservation Philippines (or MCP for short) is dedicated to the preservation and protection of the coastal regions throughout the nation. MCP runs multiple projects at any given time and welcomes people from abroad to join their local community in working toward a change. Divers, academics, researchers, and tourists with some spare time should contact the organization and find out how they can help.

MCP also runs an eco-aware scuba program. They can teach travelers to become diver or advance their qualifications if they are already licensed. Picking up any rubbish along the way is part of the course.

Diving isn't all that MCP has to offer — volunteers get involved in research, community outreach, and environmental education as well.

## **Egypt**

Blessed with long stretches of coastline on both the Mediterranean and the Red Sea, Egypt's beaches and reefs have been drawing sun-seekers from Europe and beyond for many years. However, it's no secret that Egypt has a problem with plastic pollution. Travelers can do their bit for the Red Sea on their next beach trip.

### *Project Azraq*

Based in Dahab in the Sinai Peninsula, grass-roots organization Project Azraq is an eco-friendly add on to your snorkeling or diving holiday. With a focus on reef monitoring, marine education, and ongoing clean ups, Project Azraq provides an eco holiday experience that allows participants to gain both theoretical and practical environmental knowledge and skills.

Its daily presentations teach guests about the key Red Sea species the project monitors. Reef monitoring — the ongoing collection of data pertaining to the underwater marine environment — is at the heart of their project and this data is passed to researchers.

By supporting Project Azraq, your tourism money directly funds essential research for the future health of one of the most important coral reefs in the world.

The organization is also an active member of PADI's Dive Against Debris program and runs regular clean up dives.