Bridging Language Barriers in Law Enforcement: Identifying English Language Needs of Indonesian Police Officers

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INTRODUCTION

Globalization → more interactions with foreign nationals in policing

English as lingua franca for law enforcement communication

Context: Polres Subang (industrial, tourism, transit area → need for English)

Research gap: lack of structured English for SEP training for ESP) training for Indonesian police

LITERATURE REVIEW

ESP in law enforcement: Focus on task-based, role-specific communication

Needs analysis framework: Target Situation Analysis, Present Situation Analysis, Learning Needs

Gaps: Limited studies on district-level Indonesian police units

Supporting references; Walters & Reeve (2023), Suwannarak & Chantarawirote (2022), Krishnan & Ward (2023)

METHOD

Design:
Qualitative case study

Data Collection:
Semi-structured interviews
Structured questionnaires
Participatory observation

Data Analysis:
Thematic analysis

Participants:
30 officers (SPKT, Traffic, Reskrim, Intelligence)

Data Analysis:
Thematic analysis

Ethics:
Informed consent & confidentiality

Findings: Current English Use

📅 **Frequency:** 2–3 times / mont h

↗ **Situations: Directions (93%), Traffic (67%), Loss reports (55%)**

💬 **Observed behavior:** Gestures, fragmented phrases, reliance on Google Translate

❝ **Key quote:** "I was confused...I called a member who could speak a little English."

Findings: Barriers

Linguistic barriers:
Limited vocabulary (82%), grammar (63%), listening (59%)

Psychological barriers:
Fear of making mistakes → low confidence

Structural barriers:
No training, no SOPs for foreigners

Observed example: Slower service due to reliance on peers/translation tools

Findings: Training Needs

87% officers highly interested in ESP training
Prefer task-based modules simulating real policicing scenarlos

Proposed 10-week training:

| Module 1: Greeting & ublic Service Dialogue (2 weeks) | Module 2: Report Taking & Explaining Procedures (2 weeks) | Module 3: Emergency Response Communication (2 weeks) | Module 3: Roleplay & Situational Simulation (4 weeks) | Module 4: Roleplay & Situational Simulation (4 weeks) |

Discussion

Mismatch between workplace demands and officers' proficiency

Occasional but high-stakes interactions require clear communication

Barriers are mutually reinrforcing:
lack of skill → lack of confidence → avoidance

Institutional changes needed alongside training

Conclusion

Three key findings:

Officers need English for high-impact interactions

Barriers include linguistic, psychological, structural

Strong demand for task-based ESP training

Recommendations:

Contextualized training

Collaboration with educational institutions

Multilingual SOPs

Technology support

Longitudinal research

References

- Basturkmen (2022),
- Bremner (2023),
- Braun & Clarke (2022),
- Creswell & Poth (2023),
- Krishnan & Ward (2023),
- Leclercq & Moore (2022),
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