

French for Police Officers at Police Language School Jakarta:

A needs analysis

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Abstract—Regarding the importance of language for specific purposes (LSP), especially in French for specific purposes (FSP), this study aims to analyze the needs of the Indonesian National Police (Polri) in learning French. This study is conducted at the Police Language School Jakarta involving four male police officers who work in some units such as Criminal Investigation (Reskrim) and Bhayangkara (Sabhara). This case study collected data through a questionnaire and semi-structured interview. Both are analyzed using content analysis of interview transcription and open-ended questions in questionnaire as well as mean values' measurement of close-ended questions in questionnaire. The data obtained shows that speaking is the most important language skill for them. In addition, other skills such as listening, vocabulary, and intercultural communication also play significant roles related to their profession. Furthermore, they seem interested to study French for special competencies such as in public services, traffic, and crime domains. It is expected that this study will be beneficial for the teaching of French for police officers with assignment in the Francophone countries.

Keywords—French for Specific Purposes (FSP); FSP for Police Language School Jakarta; needs analysis

I. INTRODUCTION

Human learns something to achieve certain goal. In the case of language learning, the lessons acquired should not only be knowledge but also be skills that are useful and can be applied in real life. Bleess states “students are more willing to work hard at something when they see the connections outside the four walls of the classroom” [1]. They want to be able to receive what they learn in school and apply it to real life. In other words, nothing is useful but it has a connection between what is learned in the classroom and what is experienced in everyday life. That is the reason why language teaching which focuses on the learners' needs appears, known as Language for Specific Purposes (LSP) approach. Besides, because of its focus on learners' needs, LSP strongly stresses learner autonomy which is taken into account in language teaching today. As mentioned Victory and Lockhart “autonomous learning is said to make learning more personal and focused and, consequently, to achieve better learning outcomes since learning is based on learners' needs and preferences” [2]. Thus,

LSP is expected to be able to enhance students' language achievement.

As a consequence, needs analysis is indeed a crucial point to be conducted in LSP. Needs analysis, as defined by some scholars such as Fadel and Elyas is an approach mirroring the requirements, desires, and needs of learners in their subject area [3]. Also, needs analysis is a tool which is employed before, while, and after language learning. Before developing a course syllabus, the curriculum planners start with an analysis of learners' need [4]. Thus, teachers need first to develop a curriculum and syllabus which are appropriate to the learners' needs. They have to collect and process information about what the learners wish to learn, what they lack, and what is necessary for them in language learning as mentioned in the work of Nation and Macalister [5]. In more detail, needs analysis must answer some questions: to whom do the learners speak? In what context? What do they have to ask, to listen, to understand, to read, and to write? What task do they have to accomplish using target language? [6]. Therefore, all materials presented should be useful outcomes to carry out the specific tasks and cover all language competencies in the particular field.

In police context, Ulum said that there are just a few studies on English language needs of police officers [3]. Therefore, his study attempts to investigate the needs of public order police officers in Antalya, Turkey. Based on the results, the Antalya police officers see speaking and listening skills as the most important skill to be acquired. In addition, they perceive that all four linguistic competencies are quite difficult. Besides, the majority of them tend to learn English because they want to be appointed abroad for occupational development as the highest motivation in the study. English become very important since Antalya is a touristic city so that they can communicate effectively with foreigners. Besides, in her research, Safitri focused on the evaluation of syllabus and course book used in English training program at Police Language School Jakarta [7]. The study is aimed to identify whether the learning objectives reflect the police needs and to identify whether the contents of course book meet the learning objectives. The results show that both the syllabus and the contents meet the objective and the police needs. She also emphasized that

English is very important for police personnel due to the impacts of globalization era such as tourism, international events, United Nations-sponsored international mission, and intelligence or security border operations.

From those previous studies, this research attempts to conduct the needs analysis of police officers in learning French. Given that French is also one of four languages officials used in International Police and its headquarters is at Lyon, in France, thus it is important for non-French police officers working there to use French, both inside or outside of the mission. In addition, majority of French people prefer use their first language to English so that mastering only English is not enough. Moreover, there is still no evidence of study regarding French in police domain, notably in Indonesian context. This study is also conducted in Police Language School Jakarta, but in French program. Actually, based on the interview, it was found that French language material was taught at Police Language School Jakarta only on a conversation or general communication. The focus of learning is simply that Police personnel can survive in France or in other Francophone countries. Even though in the implementation of international duties or missions, the French language use can be of a special case, especially specific language in the police field. Its particularity can be seen from specific vocabulary, culture, and other linguistic competencies.

Consequently, needs analysis has to be done in order to identify the learning needs of the police officers which related to their missions in France or other Francophone countries. Importantly, this effort could also increase and sustain their motivation to learn French because what they learn will suit what they need. According to the institution’s vision which promotes the police needs of language, hence, the research question is presented, what are the police needs in learning French? What French language skills do the police officers see as the most important? And what functional uses are necessary in carrying out their mission? The objectives of this study is to investigate the police needs of French and to find out what French language skills are the most important for the police officers as well as what functional uses of French are necessary for the mission.

II. METHOD

A. Research Context

In this study, the needs of the Indonesian National Police in French learning is analyzed. It was conducted at the Police Language School, East Jakarta. The Police Language School is the official agency of the Indonesian National Police which aims to produce professional Police personnel who are able to communicate using international languages when carrying out tasks both at own country and abroad so that they can become part of the world community. One of the five languages studied is French. The police need of French are related to the location of International Police headquarters based in Lyon, France. Therefore, FSP is important to be studied by the police as a provision of language skills during the International Police mission in France or other Francophone countries. This mission is also motivation that encourages them to learn French.

B. Data Collection Instruments

The triangulation was used in case study research design to gain a clear perspective on the police needs in French learning. Data was gathered via questionnaire and semi-structured interview of students and teacher in order to discover the police needs of French, narrowly the functional use and the most important language skill in French for them. The questionnaire consists of four parts about informant profile, their learning aspects, their point of view towards France, and their needs in learning French.

C. Participants

There are four participants examined in this study. They are male policemen, aged 22 (2 persons), 23 and 34 years old, and work in different units such as Criminal Investigation (Reskrim) and Bhayangkara (Sabhara). They all have acquired certain foreign languages before studying French. Unfortunately, the majority of them have never been abroad and rarely made direct contact with foreigners. Their motivation to learn French is based on personal interests and professional reasons in the form of international mission assignments. These participants assumed that by mastering the French language, they will have added value in foreign language skills and also be in accordance with the situation they expect at work. In addition, they also have a positive perception of France, including language, society, and culture. They think that French is a romantic language, French people are also friendly, and its culture is diverse. But it is also difficult, notably in pronunciation and listening skills. They prefer learn actively yet independently and listen a music via social media as their learning strategy. Table 1 below shows the police officers' perceptions of the extent to which French language skills have been learned in the police field through a questionnaire.

TABLE I. POLICE OFFICERS' PERCEPTIONS OF THE EXTENT TO WHICH FRENCH LANGUAGE SKILLS HAVE BEEN LEARNED

Traffic	15	4	2.75	2.11
	16	4	2.50	
	17	4	2.00	
	18	4	1.75	
	19	4	2.25	
	20	4	1.75	
	21	4	2.00	
	22	4	1.50	
	23	4	2.00	
	24	4	2.75	
Crime	25	4	2.00	1.50
	26	4	2.00	
	27	4	1.25	
	28	4	1.25	
	29	4	1.75	
	30	4	1.25	

D. Data Analysis

The interview and open-ended question data are analyzed according to frequencies of students’ answers. Meanwhile, the questionnaire data is calculated and analyzed using SPSS. All data is encoded into 1-3 interval numbers. When participants have not mastered a competency, then given a score 1. When

participants have mastered a competency but want to deepen it again, then given a score 2. When participants have mastered a competency well, then given a score 3. To determine the high and low language proficiency acquired, the mean value is used as a benchmark. Low language proficiency is marked when the mean value 1.00-1.74. Medium language proficiency when the mean value is 1.75-2.49. High language proficiency when the mean value is 2.50-3.00. Based on the results of calculating the data regarding French language proficiency in the field of police that has been acquired, it can be understood that the language skills possessed by police officers at that time were in medium level (equivalent to B1-B2 in CEFR) in public services and traffic. Meanwhile, in the field of crime, their language proficiency is still low (equivalent to A1-A2). This shows that members of the police need to be given more intense lessons about special competencies in favor of their needs.

TABLE II. THE PROFICIENCY LEVELS

Proficiency Level	Table of Proficiency Level	
	Proficiency Level	Mean Value
	Low (A1-A2)	1.00-1.74
	Medium (B1-B2)	1.75-2.49
	High (C1-C2)	2.50-3.00

III. RESULTS AND DISCUSSION

A. Results of the Most Important Language Skill

As known, there are several language skills to master: listening, speaking, reading, writing, grammar, vocabulary, and intercultural competencies. Figure 3 below shows the most important language skill for the police in carrying out their tasks.

TABLE III. THE MOST IMPORTANT LANGUAGE SKILL

The most important language skills	The most important language skills		
	Language Skills	N	Mean
	Listening	4	4.50
	Speaking	4	5.00
	Reading	4	4.25
	Writing	4	4.00
	Grammar	4	4.00
	Vocabulary	4	4.50
	Intercultural	4	4.50

To find out the most important language skills for police members, the 5-point Likert scale is provided in the questionnaire (very important-very unimportant), then the participants answer based on their opinions. The number 1 (very important) is given a value "5", while the number 5 (very unimportant) is given a value "1". The mean value as a measuring tool in statistical techniques is used [3]. Mean value 1.00-1.49 means very unimportant, 1.50-2.49 means not important, 2.50-3.49 means quite important, 3.50-4.49 means important, and 4.50-5.00 means very important (see Table 4).

TABLE IV. THE LIKERT SCALE VALUES

Field	Police Officers' Perception on Their Prior Language Skills			
	Question	N	Mean	ΣMean
Public Services	1	4	3.00	2.14
	2	4	2.75	
	3	4	2.25	
	4	4	2.25	
	5	4	2.25	
	6	4	2.75	
	7	4	1.75	
	8	4	3.00	
	9	4	1.50	
	10	4	2.00	
	11	4	2.00	
	12	4	1.25	
	13	4	1.50	
	14	4	1.75	

TABLE V. FUNCTIONAL USES OF FRENCH

Functional Uses	Table of Functional Uses of French	
	Language Skills	Competencies
Listening		Able to understand a French or Francophone suspect or victim's utterances during the investigation
		Able to understand the forum debate or discussion
Reading		Able to understand official letters such as police reports
		Able to understand informal letters
Writing		Able to understand news or electronic newspapers in French
		Able to write police reports
Speaking		Able to write technical documents such as traffic infraction and detention letter, and so on
		Able to make conversations with the French or Francophone police,
		Able to investigate French or Francophone suspects or victims,
		Able to carry out daily communication outside of the police tasks,
		Able to give directions,
		Able to provide information about police laws and procedures
		Able to explain the punishment that will be imposed on the perpetrator
		Able to explain types of crime such as hostage-taking, robbery, persecution, and so on
		Able to explain the type of punishment such as traffic infraction, detention, and so on
		Able to provide information about seat belt use
		Able to provide information about speed limits
		Able to explain the sentence that will be imposed on a traffic violator
		Able to provide assistance regarding passport procedures
		Able to tell road conditions and provide information about the right or wrong way
Able to ask questions and give answers about person's profile,		
Able to ask questions to French or Francophone people about passports and respond to their answers,		

Table 5. Cont.

	Able to help French or Francophone people who have lost items or stolen items
	Able to communicate about historical sites and attractions
	Able to contact the consulate when French or Francophone people have a need

From the analysis described above, it can be concluded that speaking skill is very important for them. The communication skill is considered as the main priority to attain their objective. In addition, listening skill, vocabulary, and intercultural communication also play significant roles. The French cultural knowledge and specific vocabulary, especially in the police field, are also assumed could be supporting competencies.

B. Results of the Functional Use of French

Data related to the use of French in police mission were obtained through questionnaires and semi-structured interviews. The data is presented through the following table 6.

TABLE VI. THE FUNCTIONAL USES OF FRENCH IN POLICE MISSION

Likert Scale	Table of Likert Scale Values	
	Likert Scale	Mean Value
	Very unimportant	1.00-1.49
	Not important	1.50-2.49
	Quite important	2.50-3.49
	Important	3.50-4.49
	Very important	4.50-5.00

All participants said that what was learned in class was general French, not focused on a particular field. They learn French only to be able to communicate in daily conversation and survive in France or other Francophone countries. In addition, when the questionnaires are provided with specific content regarding abilities in certain areas such as public services, traffic, and crime, they seem interested in learning those areas too. The several samples of the special abilities of the three police fields are taken from the research of Ulum [3] and are deepened through the interview results. From the results of questionnaire and semi-structured interviews, the informants seemed interested in learning the special abilities, especially in speaking skill in order to be able to communicate effectively with French or Francophone people, both in own country, in France, or other Francophone countries. Due to the case study design, this study is very specific to Indonesia. Therefore, the results are not always relevant in other FSP context, especially French for polices in other countries which may have different circumstances.

IV. CONCLUSION

As described earlier, it was concluded that speaking skill is the most important language skill for the police. In addition,

other skills such as listening, vocabulary, and intercultural competencies are also important to learn. Furthermore, they viewed that the French use should not only include daily communication (informal situation) but also special competencies such as in the field of public services, traffic and crime. They also think that these competencies can help them for international mission assignment.

Responding to the results above, recommendation and pedagogical implementation are suggested for creating a negotiated syllabus and FSP course book for police officers that emphasize speaking, listening, vocabulary, and intercultural competencies. In addition, the contents of French learning for police members should include teaching material both general and specific competencies in certain fields such as public service, traffic, and crime as described. Therefore, this study could be of much help for FSP teachers, FSP curriculum developers, FSP researchers, and educational policy maker.

Finally, FSP course should be introduced to all police members who work or will work abroad, especially in France or other Francophone countries for the international mission. Because of its specific needs, this course could be more motivating to learn French. Although, this study has two limitations. First, the sample size in this study is small. Secondly, all participants in this study are male due to very limited number of female police in the program. There are only one female police officer in the classroom. Although, both could affect the reliability and gender issues of the study.

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