

Investigating EFL Police Officers' Learning Needs and Problems in English Listening and Speaking Skills: An English Specific Purposes (ESP) Context

¹I Made Ivan Prima Nugraha, ^{1*}Arif Rahman, ²Rimajon Sotlikova

Master Program of Language Education, Faculty of Culture, Manajement and Business, Undikma.
Jl. Pemuda No. 59A, Mataram, Postal code: 83125, Indonesia

²Foreign Language and Literature Department Foreign Philology Faculty National University of
Uzbekistan, Uzbekistan

*Corresponding Author e-mail: arifrahman@undikma.ac.id

Received: January 2024; Revised: February 2024; Published: March 2024

Abstract

This research delves into the imperative nature of English speaking and listening competencies for tourist police officers and travel agents, crucial for efficacious communication with international tourists. Specifically, it focuses on the English linguistic needs and challenges faced by Mataram Police Officers (MPOs) stationed at the Mataram Town Police Station's counter. Adopting a qualitative methodology, the study employs questionnaires and interviews to gather data, involving a cohort of 15 police officers from Mataram as participants. The findings illuminate that MPOs necessitate enhancement in their English listening and speaking abilities across several critical functions. These include extending greetings and assistance, soliciting personal information, understanding tourists' issues and desires, and providing details on accommodations, travel, transportation, emergency services, directions, and advice on safety, travel, and shopping. The study reveals that for effective participation in English training programs, MPOs emphasize the need for proficiency in basic conversational English, advocating for the study of English textbooks and practical dialogue exercises. It is suggested that English training sessions be conducted over weekends, with each session lasting 1.5 hours, spanning a three-month period. The preference for instructors includes Thai teachers alongside native English speakers. The research further identifies the primary challenges in listening and speaking faced by the MPOs. Listening difficulties are predominantly attributed to the varied English accents, the challenge in capturing main ideas, and understanding fundamental expressions. Conversely, the speaking impediments involve articulating basic expressions, constructing complete sentences, and the pronunciation of English vowels. This study not only highlights the linguistic gaps in the professional capabilities of MPOs but also proposes targeted educational interventions to bridge these gaps, underscoring the significance of tailored English language training in enhancing the tourism policing experience.

Keywords: Need and problem; Speaking and Listening; Police officers

How to Cite: Nugraha, I.M.I.P., Rahman, A., & Sotlikova, R. (2024). Investigating EFL Police Officers' Learning Needs and Problems in English Listening and Speaking Skills: An English Specific Purposes (ESP) Contexts. *Journal of Language and Literature Studies*, vol(no), 84-97. doi: <https://doi.org/10.36312/jolls.v4i1.1800>



<https://doi.org/10.36312/jolls.v4i1.1800>

Copyright © 2024, Nugraha et al

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



INTRODUCTION

Today, English has become the universal language and is the most used for many different purposes. This is why many people around the world use English in situations where they do not share a native language (Duka & Melanie, 2020). Many citizens and police are required to speak at least basic English to better communicate with foreign

tourists in tourist areas. Indonesia, as a tourist destination, has thousands of people who do not speak Indonesian. Speaking is one of the most important skills in human daily life. During this period, people need to master English to support their competency. Spoken English is one of the basic skills that learners must master by the learners. Oral language skills are essential for learners' ability to participate effectively in work and society (Irawan et al., 2022; Matthewa, 2016). The purpose of teaching and learning English focuses on learners' ability to communicate in English. Oral communication skills are important for learners at all language levels. Not to mention English, as an international language, is a widely used language to communicate with others from other countries. According to the above passage, Indonesians are now welcoming to many foreigners or tourists. Many of them suffer from Due to this phenomenon, many Indonesian police officers are forced to learn basic English to survive for specific purposes or professions, as they often interact with native speaker and non-local drivers.

The tourism industry constitutes a pivotal component of the Indonesian economy, with particular significance in Lombok, especially within the Mataram tourism sector. This region has witnessed a consistent surge in the influx of foreign tourists, underscoring the necessity for robust infrastructure to support their stay and enhance their travel experience. In response to this growing demand, a variety of services have been instituted, including tourist information contact centers, tourist information services, and tourist information centers (Matthews, 2016; Wahyuningsih & Putri, 2020). These initiatives are designed to offer comprehensive support and guidance to international visitors, ensuring their access to reliable information and assistance throughout their visit. Among the critical support structures implemented is the Police's counterpart service at the Mataram police station, with a specialized focus at the Senggigi police station. This service is specifically tailored to assist foreign tourists, addressing their unique needs and concerns during their stay in Lombok.

The establishment of this service highlights the recognition of the importance of effective communication between law enforcement and international visitors. Given the international nature of the tourism sector, it is imperative for Mataram Police Officers (MPOs) stationed at these counters to possess proficient English speaking and listening skills. The ability to communicate effectively in English is not merely a functional requirement but a critical component in providing accurate, helpful information to foreign tourists. This competency enables MPOs to understand the needs and inquiries of tourists accurately and to offer guidance, directions, and assistance in a manner that is both comprehensible and informative. The emphasis on language skills reflects an understanding of the global nature of tourism and the need for cross-cultural communication capabilities to facilitate a positive experience for international visitors, thereby contributing to the sustained growth and reputation of Lombok's tourism industry.

The main selection criteria for Tourism Police Officers on counter duty at Mataram Police Station are general police skills in information technology, interpersonal and thinking skills while on duty. Their English proficiency becomes a secondary concern. According to the functions of MPOs tasked with taking care of foreign tourists from many countries, knowledge of English plays an important role. Although MPOs have bachelor's degrees in law and politics, they do not have enough English training. In this regard, fluent and effective communication in English is difficult to ensure (Hidayatullah & Haerazi, 2022). In daily work, MPOs communicate with foreign tourists, they not only meet the needs of foreign tourists but also represent the country's image. As Richards & Renandya (2002) points out, English is an international language and is essential for those working in tourism, business and public services. Therefore, English, especially listening and speaking skills, is important for MPOs to provide simple information and

solve problems for foreign tourists. Good listening and speaking skills minimize misunderstandings in basic conversations. At the same time, these skills create a positive impression and help them achieve their common goals.

The domain of tourism research has extensively explored the linguistic requirements and challenges faced by professionals, with a significant focus on English language competencies, particularly in listening and speaking (Kenza-Tacarroucht et al., 2022; Syarifuddin et al., 2022). This area of study is crucial given the global nature of the tourism industry, where effective communication between service providers and international tourists is paramount for ensuring a positive visitor experience. In this context, the research conducted by Syaifullah, Melisa, Herlinawati (2023), and Meemark (2020) provides invaluable insights into the specific linguistic needs and difficulties encountered by tourist police officers. Their investigations reveal a pressing requirement for foreign language training within this group, emphasizing that proficiency in listening and speaking English is paramount. The necessity for such skills is underscored by the role of tourist police officers in ensuring the safety, security, and satisfaction of foreign tourists, necessitating clear and effective communication. Similarly, studies by Huong (2018), Ulum (2016), and Sendur (2017) delve into the English language needs and obstacles faced by travel agents. These professionals, who serve as crucial intermediaries between tourists and the myriad of travel services and experiences, also demonstrate a significant need for enhanced listening and speaking capabilities in English.

The findings from the studies collectively highlight the importance of these skills in facilitating successful interactions and transactions with international clients (Ulum, 2016; Sendur, 2017). Given the clear evidence of the critical role that listening and speaking skills in English play in the tourism industry, there is a strong recommendation for prioritizing these areas within English training programs for both tourist police officers and travel agents (Huong, 2018). Tailoring training courses to focus on these key competencies can significantly improve the quality of communication with foreign tourists. Enhancing these skills not only benefits the professionals involved by increasing their effectiveness and confidence in their roles but also contributes to a more welcoming and accessible tourism environment for visitors from around the globe. This strategic focus on language training is essential for supporting the ongoing growth and development of the tourism sector, ensuring it remains competitive and responsive to the needs of international tourists.

The significance of English speaking and listening skills for personnel in the tourism sector, particularly for tourist police officers and travel agents, has been well-documented in prior research. These skills are fundamental for effective communication with foreign tourists, who often rely on English as a lingua franca to navigate their travels. Building on this established understanding, the current study narrows its focus to investigate the specific listening and speaking needs and challenges faced by Police Officers stationed at the counter of the Mataram Police Station. This area of inquiry is crucial, considering the front-line role these officers play in interacting with international visitors, where the ability to communicate clearly and understand queries or concerns accurately is paramount (Hamidi et al., 2022; Haerazi, 2023). The examination of listening and speaking needs and problems among MPOs serves multiple objectives. Firstly, it aims to identify gaps in the current language competencies of these officers, offering a direct pathway to enhancing their English skills through targeted training and education. By pinpointing the specific areas of need, training programs can be more effectively designed to address the real-world challenges learners face in their daily interactions with tourists. Secondly, understanding these needs and problems contributes to achieving the broader departmental goals of ensuring safety, providing assistance, and promoting a positive image of the local area to international visitors. Efficient communication in English not only facilitates these

objectives but also enhances the overall tourist experience, potentially impacting tourism positively.

Lastly, by addressing the identified needs and problems in English listening and speaking skills, the study seeks to mitigate communication problems that can arise in interactions between learners and foreign tourists (Irawan et al., 2022; Haerazi, 2023). Misunderstandings or the inability to convey information effectively can lead to frustration, safety risks, and a negative perception of the tourist destination. Therefore, improving English communication skills among learners is not just about linguistic proficiency but is also integral to the broader mission of ensuring effective, courteous, and helpful service to international visitors, thereby supporting the tourism industry's sustainability and growth (Haerazi, 2023; Haerazi et al., 2023). This study, therefore, offers valuable insights that can inform the development of more effective training programs, ultimately leading to improved communication between MPOs and the diverse tourist population they serve.

Based on the previous statement in the introductory paragraph of the study, the objective of this study is to identify the need for English listening and speaking skills and to explore the listening and speaking problems of police officers Municipality at the counter of Mataram Police Station. The results of this study provide information for course designers and teachers of English training courses to build effective training programs to develop students' ability to communicate in English. The research question of the study is: what are the MPOs' learning needs in learning speaking and listening skills? And what are the MPOs' speaking and listening problems in learning English?

RESEARCH METHOD

Research Design

This study adopts a qualitative research approach to delve into the needs analysis and challenges pertaining to speaking and listening skills among Mataram police officers, drawing from the methodology outlined by Creswell and Guetterman (2019). Recognizing the importance of accurately identifying these needs, the study employs a combination of data collection instruments, namely questionnaires and interviews, meticulously designed based on the principles of need analysis as discussed by Lamri and Hamzaoui (2018). Need analysis serves as a foundational framework for understanding the specific requirements and obstacles encountered by learners, guiding the selection of appropriate tools for data collection. Given the multifaceted nature of learner needs, it is essential to utilize diverse techniques such as questionnaires, interviews, and observation to gather comprehensive insights. The process of needs analysis entails a nuanced exploration of learners' requirements, acknowledging that these needs may vary based on factors such as proficiency level and prior experience, as emphasized by Lamri and Hamzaoui (2018). Therefore, planners must adopt a flexible approach, tailoring their investigative methods to accommodate the unique characteristics and circumstances of the learners.

The recognition underscores the dynamic nature of needs analysis, highlighting the importance of considering the individualized needs and preferences of learners to ensure the efficacy and relevance of educational interventions. By leveraging a combination of qualitative research methods and informed by the principles of need analysis, this study aims to offer a holistic understanding of the speaking and listening needs of Mataram police officers. Through the systematic exploration of these needs, the study endeavors to inform the development of targeted interventions and training programs tailored to address the specific challenges faced by learners. Ultimately, the insights gleaned from this research endeavor have the potential to contribute significantly to enhancing the English language proficiency and communication skills of police officers, thereby facilitating more

effective interactions with diverse stakeholders and fostering a safer and more inclusive community environment.

Research Participants

In February 2024, primary data for this study were collected from 25 Mataram Police Officers (MPOs) who were on duty at the metropolitan police counter service, stationed both at the Mataram Police Station in the central office and at the Senggigi police office. These officers play a crucial role as representatives of the country's police force, serving as ambassadors in providing services to both local and foreign tourists. Their responsibilities encompass a diverse range of functions aimed at ensuring the safety, assistance, and convenience of tourists, while also actively promoting the tourism industry in Lombok. These functions include facilitating tourist activities, addressing security concerns, offering assistance with logistical matters, and participating in various initiatives aimed at enhancing the tourist experience. The central objective of MPOs stationed at the metropolitan police counter service is to create a hospitable and secure environment for tourists, thereby fostering a positive impression of Lombok as a destination. In addition to their duties related to tourist services, MPOs are also tasked with collaborating with other authorities and supporting activities relevant to tourism and public safety. By actively engaging in these activities, MPOs contribute significantly to the promotion of tourism, the preservation of law and order, and the overall well-being of both tourists and residents alike. Therefore, the primary data collected from these MPOs offer valuable insights into their roles, responsibilities, and experiences in serving as frontline ambassadors for Lombok's tourism industry, providing a foundation for understanding their unique perspectives and needs in relation to English language proficiency and communication skills.

Data Analysis Technique

The research employed a comprehensive array of instruments to gather data, comprising questionnaires, interviews, and observation. The questionnaire served as a primary tool to elucidate the learning needs of Metropolitan Police Officers (MPOs), providing a structured approach to systematically identify and quantify their requirements. Complementing this quantitative approach, interview activities were conducted to delve deeper into participants' learning challenges, particularly concerning listening and speaking skills. Through these interviews, researchers sought to uncover nuanced insights and gather qualitative data that could offer a more nuanced understanding of the issues at hand. Recognizing the importance of ensuring the robustness and richness of the data collected, researchers incorporated interview sessions to augment the findings derived from the questionnaires. By engaging directly with participants, researchers could glean firsthand perspectives and narratives, thus enhancing the depth and comprehensiveness of the data corpus.

Subsequently, the data collected underwent a rigorous qualitative analysis process, utilizing established methodologies such as data condensation, data display, and drawing conclusions. These analytical techniques facilitated the synthesis and interpretation of the diverse data sets obtained from the questionnaires, interviews, and observation. Through data condensation, the researchers distilled the raw information into manageable units, enabling systematic scrutiny and comparison. Data display techniques were then employed to organize and present the condensed data in a coherent and interpretable manner, allowing for meaningful patterns and themes to emerge. Finally, drawing conclusions involved synthesizing the analyzed data to draw overarching insights and implications, thus informing subsequent actions and recommendations. Overall, the systematic application of these research instruments and analytical methodologies ensured

a robust and comprehensive exploration of the speaking and listening needs and challenges faced by MPOs. By integrating both quantitative and qualitative approaches, the study was able to offer a nuanced understanding of the complexities involved, thereby enriching the insights gleaned and enhancing the potential for meaningful interventions and improvements in language training programs for MPOs.

RESULTS AND DISCUSSION

Research Results

This study presents the results of findings based on the data obtained by using the questionnaire and the interview. The results from the questionnaire and the interview were presented in four parts as follows: general information, the needs in English listening and speaking skills, the problems in English listening and speaking skills, and suggestions. The proportion of the participants in terms of gender shows 97% of MPOs were male; whereas 3% of MPOs were female. The majority of MPOs' age (37%) were ranging from 41-50 years old. Most of them graduated with a Bachelor's degree (37%) and have been working as MPOs for 1-5 years (50%).

The Needs in English Listening and Speaking Skills

This part explores the needs in English listening and speaking skills of the metropolitan police officers (MPOs). The results based on the questionnaire data were shown as follows: As for listening and speaking skills, various functions were considered important because Mataram Police Station. Therefore, the MPOs needed to improve their English proficiency in order to efficiently contact the foreign tourists. Similarly, the findings of Karimi & Sanavi (2014), Ulum (2019), and Sujana (2020) stated that the tourism agents and tourist police strongly needed to improve their English proficiency in order to communicate more fluently with foreign tourists.

Table 1. the need in English Listening and Speaking Skill

Topics	Functions	Mean	Range
1. Greeting and Offering Help	- Greeting	4.10	Important
	- Introducing yourself	2.96	Moderate
	- Introducing other people	3.13	Moderate
	- Offering help	3.93	Important
2. Asking Information	- Personal details	4.03	Important
	- Problems and wants	4.00	Important
3. Giving Information	- Accommodation information	4.43	Important
	- Tourist information	4.16	Important
	- Transportation	4.03	Important
	- Customs and immigration information	3.30	Moderate
	- Currency and banking	3.16	Moderate
	- Public phone, international call and cellphone access	3.23	Moderate
4. Giving Direction	- Emergency calls	3.80	Important
	- Explaining directions	4.16	Important
	- Taking a bus	4.03	Important
	- Describing landmarks	3.83	Important
	- Explaining location	3.73	Important
5. Giving Advice and Instruction	- Safety	3.70	Important
	- Travel	3.63	Important
	- Shopping	3.63	Important
	- Entertainment	3.13	Moderate

Topics	Functions	Mean	Range
6. Describing People	- Physical characteristics	3.13	Moderate
	- Appearance	2.73	Moderate
	- Clothing	2.90	Moderate
	- Special peculiarities	2.70	Moderate

The presentation of results from the study adhered to a systematic approach based on the criteria established by Rensis Likert, delineated on page 28. This framework enabled a structured evaluation of various aspects pertaining to the English language needs of Metropolitan Police Officers (MPOs) in different scenarios encountered during their interactions with tourists. The findings were categorized into distinct domains, each reflecting different dimensions of communication proficiency required by MPOs in their roles. In terms of greeting and offering help, the average scores indicated a high level of importance, with MPOs demonstrating proficiency in these areas, reflected by scores of 4.10 for greeting and 3.93 for offering help. However, the scores were more moderate for tasks such as introducing oneself (2.96) and introducing others (3.13), suggesting potential areas for improvement in these aspects of communication. Regarding the task of asking for information, the overall need among MPOs was deemed important across all aspects, with scores of 4.03 for asking personal details and 4.00 for addressing problems and wants, highlighting the significance of effective communication in these contexts. Similarly, in the domain of giving information, MPOs displayed a high level of proficiency, particularly in critical areas such as accommodation (4.43), tourist information (4.16), transportation (4.03), and emergency calls (3.80).

However, scores were more moderate for topics such as customs and immigration (3.30), currency and banking (3.16), and public phone, international call, and cell phone access (3.23), suggesting areas where additional training or support may be beneficial. In the task of providing directions, MPOs demonstrated an overall high need across all aspects, with scores indicating importance in explaining directions (4.16), taking a bus (4.03), describing landmarks (3.83), and explaining location (3.73). Lastly, in the domain of giving advice and instruction, MPOs exhibited a notable level of proficiency, particularly in areas such as safety (3.70), travel (3.63), and shopping (3.63). However, scores were more moderate for entertainment-related advice (3.13), indicating a potential area for further development. Overall, the systematic presentation of results provided a comprehensive overview of the English language needs of MPOs, identifying both areas of strength and potential areas for improvement. These insights can serve as a valuable basis for designing targeted training programs aimed at enhancing the communication skills of MPOs, thereby enabling them to better serve the needs of both local and foreign tourists effectively.

On the contrary, Describing People, the overall need of the MPOs is moderate in all aspects: physical characteristics (3.13), appearance (2.73), clothing (2.90), and special peculiarities (2.70). This might be because foreign tourists prepare themselves well and know how to keep themselves away from the dangerous situations. Therefore, they do not have to involve in legal matters. The MPOs strongly needed to improve their English listening and speaking skills in functions.

The Problems in English Listening and Speaking Skills

Regarding to listening and speaking skills, the listening problems often occurred during their job operations. The main listening problems were a variety of English accents, being unable to catch the main idea, and listening basic expressions. It is possible that the MPOs cannot understand when listening to a variety of accents, the main idea, and basic

expression because some foreign tourists are native speakers, whereas others are lingua franca speakers.

Similarly, the speaking problems often occurred during their job operations. The main speaking problems were saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds. This might be because the MPOs did not receive the degree in English and they have not been trained sufficiently in English language programs. Therefore, the MPOs could not communicate fluently and effectively in English.

Table 2 the Problems in English Listening and Speaking Skills

Topics	Functions	–	Mean Range
1. Listening Skill	- Listening basic expressions	3.00	Often
	- Perceiving various foreign accents	3.10	Often
	- Comprehending some unknown vocabulary	2.90	Often
	- Comprehending the technical terms	2.96	Often
	- Understanding linking sounds	2.73	Often
	- Understanding final sounds	2.76	Often
	- Understanding some English idioms	2.80	Often
	- Being unable to catch the words when the foreign tourists speak too fast	3.03	Often
2. Speaking Skill	- Saying basic expressions	3.26	Often
	- Pronouncing English consonant sounds	2.76	Often
	- Pronouncing English vowel sounds	2.83	Often
	- Speaking according to grammatical rules	2.63	Often
	- Speaking in complete sentences	2.93	Often
	- Speaking English with appropriate word stress	2.80	Often
	- Speaking English with appropriate sentence intonation	2.80	Often
	- Being shy to speak English in front of the foreign tourists	2.63	Often

Table 2 shows that the MPOs often confronted with the listening problems in all functions. The main listening functions that the MPOs found to be the important problems were a variety of English accents (3.10), being unable to catch the main idea (3.03), and listening basic expressions (3.00) respectively. Also, the MPOs often encountered problems when speaking in all functions. The main speaking functions that the MPOs found to be the important problems were saying basic expressions (3.26), speaking in complete sentences (2.93), and pronouncing English vowel sounds (2.83).

Finding out how the MPOs solve the English listening and speaking skills, the question: “How do you handle with the English listening and speaking problems when communicating with the foreign tourists?” was raised. The results based on the interview data showed that the MPOs solved the problems by asking some helps from their boss or colleagues who can speak English fluently. To improve their English proficiency, some MPOs suggested that learning English via the internet for further interaction could boost their English ability. In summary, the MPOs often confronted with English listening and speaking skills. All MPOs should be trained in English training course especially listening and speaking skills which they can apply in their daily routines. Similar to the studies of Farmasari, (2022) Huang, (2018), Promwatcharanon & Chatreepinyo (2016), and Aunreun (2015), they found that English listening and speaking skills were important and necessary for the tourism agents’ jobs. English training courses on listening and speaking skills should be set up in order to improve the MPOs’ English knowledge.

Discussion

The findings of the study offer valuable insights that can inform the design of training courses tailored to address the specific needs of MPOs in enhancing their English language proficiency, particularly in listening and speaking skills. These insights hold significant implications for curriculum planners and English language instructors, serving as a foundational basis for the development of effective training programs (Karim et al., 2023; Fauziyah et al., 2023). The systematic integration of these findings into course design can enhance the relevance and efficacy of educational interventions, thereby better equipping MPOs to meet the demands of their roles in serving and communicating with foreign tourists. In designing a training course to address the identified needs of MPOs, it is essential to consider multiple stages and factors. Firstly, the results of the study can serve as a valuable guideline for curriculum planners, providing a structured framework for determining the content, objectives, and delivery methods of the training course.

Enhancing listening skills is a crucial aspect of English as a Foreign Language (EFL) instruction, requiring attention to various key areas to ensure proficiency. Among the essential components for improvement identified for EFL learners include refining basic expressions, comprehending foreign accents, mastering vocabulary, understanding linking sounds, and grasping English idioms. These findings echo the sentiments expressed by Haerazi (2023), whose research underscores the importance of prioritizing specific listening skills in educational settings. Haerazi emphasizes the need for focused instruction on areas such as linking sounds, comprehension of foreign accents, vocabulary acquisition, and grammatical knowledge to facilitate effective listening comprehension among learners (Rahman et al., 2018; Sendag et al., 2018). The recognition of these particular listening skill areas as focal points for instruction aligns with broader pedagogical principles aimed at enhancing learners' overall language proficiency.

By addressing these specific facets of listening comprehension, educators can equip EFL learners with the necessary tools to navigate diverse listening contexts and comprehend spoken English with greater accuracy and fluency. Furthermore, prioritizing these areas in teaching methodology underscores the importance of targeted and systematic approaches to language instruction, enabling learners to develop a comprehensive skill set that encompasses both receptive and expressive aspects of language proficiency. Overall, the acknowledgment of the significance of refining basic expressions, understanding foreign accents, mastering vocabulary, linking sounds, and comprehending English idioms underscores the multifaceted nature of listening skill development in EFL education (Abobaker, 2017; Almalki & Algethami, 2022). By integrating these findings into instructional practices, educators can tailor their approaches to effectively address the specific needs and challenges faced by learners, ultimately fostering greater competence and confidence in listening comprehension. This systematic and focused approach to teaching listening skills is instrumental in empowering EFL learners to engage more proficiently with English language materials and real-world communication scenarios, thereby facilitating their overall language acquisition and proficiency development.

By aligning the course curriculum with the specific needs and challenges identified among MPOs, curriculum planners can ensure that the training program is both targeted and comprehensive in addressing these areas of concern (Haerazi et al., 2023; Karim et al., 2023). Furthermore, the study highlights the importance of utilizing diverse data gathering techniques to obtain a comprehensive understanding of MPOs' needs. While the current study employed questionnaires, interviews, and observation, future research could explore additional methods such as focus groups and surveys. These alternative techniques can provide more nuanced and detailed insights into the specific challenges faced by

MPOs in their English language learning journey, thus informing more targeted and effective training interventions. Additionally, it is crucial to recognize that needs analysis is influenced not only by the learners themselves but also by external factors such as language teaching trainers and language institutions. Therefore, further research should seek to gather information from these sources as well, ensuring a holistic understanding of the contextual factors shaping MPOs' learning needs.

By incorporating insights from multiple stakeholders, including trainers and institutions, curriculum planners can develop training courses that are not only responsive to the needs of MPOs but also aligned with broader organizational objectives and priorities. The findings of this study provide a foundation for the systematic design of training courses aimed at enhancing the English language skills (Rahman et al., 2018; Sendag et al., 2018). By integrating these findings into the course design process and considering multiple stages and factors, curriculum planners and instructors can develop targeted and effective training interventions that better equip MPOs to fulfill their roles as effective communicators and ambassadors in serving the needs of both local and foreign tourists.

This study was carried out in order to provide some insights into the needs and problems in English listening and speaking skills of MPOs. It is hoped to provide a mechanism for obtaining a wider range of input into contents, English training course design, and the implementation of a language program by involving such people as learners, trainers, administrators, and employers in the planning process. Although the data source of this present study do not represent all MPOs working in other counter services, the researcher hopes that the sampling might give a relatively presentation of MPOs working in the big city. Needs analysis is part of curriculum development and is normally required before a syllabus can be developed for language teaching. It is anticipated that the conclusion of the present study might be useful to those responsible for policy and planning of English training course as well as related organizations.

The study's findings regarding speaking skills underscored learners' desires to enhance various aspects of their proficiency, including pronunciation, vowel sounds, grammatical knowledge, sentence production, sentence intonation, and foreign accents. These identified areas reflect learners' recognition of the importance of mastering these sub-skills to bolster their confidence in spoken communication. The data suggests that proficiency in these specific aspects of speaking can significantly contribute to learners' overall speaking confidence and competence. Aligned with these findings, Rahman (2023) highlights the transformative impact of honing these speaking sub-skills on learners' self-esteem in producing English sentences during speaking activities. Rahman's insights corroborate the study's findings, further emphasizing the critical role that mastering pronunciation, intonation, grammar, and other sub-skills play in fostering learners' self-assurance and fluency in spoken English.

Given the significance of these sub-skills in shaping learners' speaking proficiency and confidence, it is imperative for language instructors to prioritize these areas in speaking instruction. By focusing on developing these sub-skills through targeted teaching strategies and practice activities, instructors can effectively address learners' needs and aspirations, thereby fostering greater speaking proficiency and self-confidence among learners. Moreover, integrating activities and exercises specifically designed to enhance pronunciation, intonation, and other identified sub-skills into the speaking curriculum can provide learners with the necessary tools and opportunities to practice and refine their speaking abilities. Through structured practice and feedback mechanisms, learners can gradually build their confidence and proficiency in spoken English, enabling them to engage more confidently and effectively in real-life communication situations. In

conclusion, the study's findings underscore the importance of focusing on specific sub-skills in speaking instruction to address learners' aspirations for improved speaking proficiency and confidence. By aligning teaching practices with these findings and incorporating Rahman's insights, language instructors can design more targeted and effective speaking instruction that empowers learners to communicate with greater fluency, accuracy, and self-assurance.

CONCLUSION

Based on the presents findings and discussions, this study drown conclusion dealing with the need and problem of speaking and listening for the metropolitan police officers (MPOs); 1) Police officers needs in English Listening and Speaking Skills; Since the MPOs are responsible for facilitating and providing foreign tourists with the information, the overall need of MPOs in English listening and speaking skills is important in various functions, e.g. Greeting and offering help, asking personal details and problems and wants, giving information about accommodation, tourist information, transportation, and emergency calls, giving directions, and giving advice and instruction about safety, travel, and shopping, 2) Problems in English Listening and Speaking Skills; The study showed that listening skill is regarded as the problem that often occurred. The major problems are perceiving various accents of tourists from different nationalities, being unable to catch the words when the tourists speak too fast, and listening basic expressions.

In addition, speaking skill is also regarded as the problems that often occurred. The major problems are saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds, 3) Need Further Training Course; all MPOs really need to practice their listening and speaking skills in the following functions: 1) greeting and offering help, 2) asking personal details, problems and wants, 3) giving information about accommodation, tourist information, transportation, and emergency calls, 4) giving direction, and 5) giving advice and instruction about safety, travel, and shopping. The MPOs need to take technical training Course in develop their skills or knowledge to carry on conversations with foreign tourists.

RECOMMENDATION

The findings of the study hold significant implications for curriculum planners and English language instructors, offering valuable insights that can inform the design of training courses tailored to address the specific needs of Metropolitan Police Officers (MPOs). In designing a training course to effectively respond to the identified needs of MPOs, it is essential to recognize the multifaceted nature of the design process, which comprises various stages and considerations. Firstly, the results of the study serve as a useful guideline for curriculum planners and teachers, offering a structured framework for determining the content, objectives, and delivery methods of the training course. By systematically integrating these findings into the course design process, curriculum planners can ensure that the training program is aligned with the specific needs and challenges identified among MPOs, thereby enhancing its relevance and effectiveness. Furthermore, it is essential to acknowledge that needs analysis is influenced not only by the needs of the learners themselves but also by external factors such as language teaching trainers and language institutions. Therefore, future studies should seek to gather information from these sources as well, ensuring a holistic understanding of the contextual factors shaping MPOs' learning needs.

By incorporating insights from multiple stakeholders, including learners, trainers, administrators, and employers, curriculum planners can develop training courses that are not only responsive to the needs of MPOs but also aligned with broader organizational

objectives and priorities. Additionally, this study is expected to provide a mechanism for obtaining a wider range of input into the content, design, and implementation of English training courses by involving stakeholders such as learners, trainers, administrators, and employers in the planning process. By actively engaging with these stakeholders, curriculum planners can ensure that the training program is tailored to meet the diverse needs and preferences of all involved parties, thereby maximizing its effectiveness and impact. Overall, by systematically incorporating the findings of the study into the design and implementation of training courses, curriculum planners and English language instructors can develop targeted and effective interventions that better equip MPOs to fulfill their roles as effective communicators and ambassadors in serving the needs of both local and foreign tourists.

ACKNOWLEDGMENT

In this study, I express my gratitude to all my family for their Support and inspiring to have this research. I extend my appreciation to my supervisions for their invaluable guidance, unwavering support, and insightful feedback throughout the course of this research. My appreciation also goes to all lecturer at Master Program in Language Education UNDIKMA for providing the necessary resources and facilities essential for conducting this study. Furthermore, we would like to acknowledge the participants of this study whose cooperation and involvement were indispensable in gathering crucial data.

REFERENCES

- Abobaker, R. (2017). Improving ELLs' Listening Competence Through Written Scaffolds. *TESOL Journal*, 8(4), 831–849. <https://doi.org/10.1002/tesj.339>
- Almalki, N., & Algethami, G. (2022). An exploration of the potential benefit of extensive listening along with orthography for improving EFL learners' pronunciation. *Asian-Pacific Journal of Second and Foreign Language Education*, 7(1), 3. <https://doi.org/10.1186/s40862-022-00132-x>
- Ary, D. (2010). *Introduction to Research in Education*. Canada: Thompson Wadsworth.
- Aunruen, R. (2015). *Needs Analysis of English for Traveling Agents in Chiang Mai*. Master thesis M.A. (English for Specific Purposes). Bangkok: Graduate School Kasetsart University. Photocopied.
- Brown, J. D. (2016). *Introducing needs analysis and English for specific purposes*. Routledge.
- Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Sixth edition). Pearson.
- Dheressa, M. A., Olana, T., & Bekele, E. (2023). The Effect of Task-Based Language Instruction on Shambu Secondary Students' Speaking Self-Efficacy Beliefs and Benefits.
- Duka, L. Y., Sujana, I. M., & Melanie, B. Z. (2020). Needs analysis for teaching English at the international relation study program University of Mataram. *Journal of Languages and Language Teaching*, 11(4), 822. <https://doi.org/10.33394/jollt.v11i4.8811>
- Fauziyah, H., Gozali, A., & Degeng, P. D. D. (2023). Teacher's Perspective towards EFL Students' Speaking Performance in Post Covid-19 Pandemic Era. *Journal of Languages and Language Teaching*, 11(2), 338. <https://doi.org/10.33394/jollt.v11i2.7497>

- Farmasari, S. (2022). Peer-Learning in Young Learners English Speaking Tasks: An Ecological Analysis. *International Journal of Language Education* 6(3):254. doi: 10.26858/ijole.v6i3.32000.
- Haerazi, H. (2023). Mobile-Assisted Flipped Learning Integrated with Metacognitive Skills in the Teaching of Speaking and Listening Skills. *Journal of English Education and Teaching*, 7(3), 632–651. <https://doi.org/10.33369/jcet.7.3.632-651>
- Haerazi, H. (2023). MALL integrated with metacognitive skills to promote preservice English teachers' intercultural communicative competence. *Journal on English as a Foreign Language*, 13(2), 581–609. <https://doi.org/10.23971/jeft.v13i2.6536>
- Haerazi, Irawan, L. A., & Sotlikova, R. (2023). Interculture-Based Language Learning Model to Improve Prospective English Teachers' Speaking Skills Viewed From Linguistic Awareness. *JEELS (Journal of English Education and Linguistics Studies)*, 10(2), 471–497. <https://doi.org/10.30762/jeels.v10i2.1763>
- Hamidi, H., Babajani Azizi, D., & Kazemian, M. (2022). The Effect of Direct Oral Corrective Feedback on Motivation to Speak and Speaking Accuracy of EFL Learners. *Education & Self Development*, 17(3), 50–63. <https://doi.org/10.26907/esd.17.3.05>
- Hidayatullah, H., & Haerazi, H. (2022). Exploring the Use of Various Board Games to Enhance Speaking Skills Viewed from Students' Phonology Awareness: Speaking Skills; Phonology Awareness; Games. *Journal of Language and Literature Studies*, 1(2), 93–102. <https://doi.org/10.36312/jolls.v1i2.614>
- Huong, T. T. T. (2018). English language needs in listening and speaking skill of police officers in Vietnam: Basis for ESP syllabus design. *The Asian ESP Journal*, 14(7.2), 251–279
- Hutchinson, T. And Walters, A. (1998). *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge university press.
- Irawan, L. A., Oral Frank, T., & Dehghani, S. (2022). Developing an ELT Instructional Model for Vocational High Schools Students at Tourism Zones. *Journal of Language and Literature Studies*, 2(1), 1–11. <https://doi.org/10.36312/jolls.v2i1.669>
- Karim, S. A., Hamzah, A. Q. S., Anjani, N. M., Prianti, J., & Sihole, I. G. (2023). Promoting EFL Students' Speaking Performance through ELSA Speak: An Artificial Intelligence in English Language Learning. *Journal of Languages and Language Teaching*, 11(4), 655. <https://doi.org/10.33394/jollt.v11i4.8958>
- Karimi, P., & Sanavi, R. V. (2014). Analyzing English Language Learning Needs among Students in Aviation Training Program. *Procedia -Social and Behavioral Sciences*, 98, 852–858. <https://doi.org/10.1016/j.sbspro.2014.03.491>
- Kenza Tacarraoucht, Zano, K., & Zamorano, A. (2022). Team Games-Language Learning Model in Improving Students' Speaking and Listening Skills Viewed from Creativity. *Journal of Language and Literature Studies*, 2(1), 53–61. <https://doi.org/10.36312/jolls.v2i1.711>
- Lamri, C. E., & Hamzaoui, H. (2018). Developing ELP students' reading skills through a blended learning approach. *Eurasian Journal of Applied Linguistics*, 4(2), 389–407. <https://doi.org/10.32601/ejal.464204>
- Likert, R. (1932). A Technique for the Measurement of Attitudes, *Archives of Psychology*, No. 140. Paris: The University of Western Ontario.
- Matthews, A. (2016). Identity and intercultural exchange in travel and tourism. *Journal of Policy Research in Tourism, Leisure and Events*, 8(2), 229–230. <https://doi.org/10.1080/19407963.2015.1102850>

- Meemark, M. (2020). An Analysis of Needs and Problems of English for Tourist Police. Mickan, P., & Wallace, I. (Eds.). (2019). *The Routledge handbook of language education curriculum design* (1st ed.). Routledge. <https://doi.org/10.4324/9781315661032>
- Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications* (Twelfth edition), Pearson.
- Polis Diraja Malaysia (PDRM). (2016). *Program Latihan Asas Kepolisian (PLAK) Inspektor*. Kuala Lumpur, Malaysia: Polis Diraja Malaysia (PDRM).
- Promwatcharanon, K., & Chatreepinyo, P. (2016). Problems and needs of traffic police officers for enhancing communicative English abilities in upper northern Thailand. *Spectrum (Educational Research Service)*, 101-108.
- Rahman, A., Atmowardoyo, H., & Salija, K. (2018). Podcast Effects on EFL Learners' Listening Comprehension. *ELT Worldwide: Journal of English Language Teaching*, 5(2), 151. <https://doi.org/10.26858/eltww.v5i2.7374>
- Richard, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.
- Sari, Y. I. H., Wienanda, W. K., & Nugraheni, N. E. (2020). Needs analysis to develop teaching materials at Vocational College UGM. *Jurnal Pendidikan Vokasi*, 10(2). <https://doi.org/10.21831/jpv.v10i2.27934>
- Şendağ, S., Gedik, N., & Toker, S. (2018). Impact of Repetitive Listening, Listening-Aid and Podcast Length on EFL Podcast Listening. *Computers & Education*, 125, 273–283. <https://doi.org/10.1016/j.compedu.2018.06.019>
- Sendur, A. M. (2017). Language needs analysis as the first step in designing an LSP test for police officers. *International Conference ICT for Language Learning*.
- Sujana, I. M., Fitriana, E., & Syahrial, E. (2016). Conflicts among aspects of needs in designing the teaching of English using an ESP approach at higher education in Indonesia. In *Integrating Technology and Culture*. YKings Book.
- Sujana, I. M., Hanafi, N., Wilian, S., Syahrial, E., & Fitriana, E. (2019). Negotiating Conflicts of Needs in Designing Teaching English for Midwifery Students. *International Journal of Language Education*, 20–26. <https://doi.org/10.26858/ijole.v3i2.10657>
- Sujana, I. M., Waluyo, U., Fitriana, E., & Suryani, D. (2020). SKDI-Based needs analysis for designing English for students of medicine in Indonesia. *International Journal of Language Education*, 209–221. <https://doi.org/10.26858/ijole.v4i2.13489>
- Syarifuddin, M., Muhlisin, M., & Thinh, V. T. (2022). Suggestopedia-Based Language Learning to Enhance Students' Speaking Skills Viewed from Teachers' Educational Background. *Journal of Language and Literature Studies*, 2(1), 12–22. <https://doi.org/10.36312/jolls.v2i1.709>
- Ulum, Ö. G. (2016). ESP needs analysis of Public Order police officers. *International Online Journal of Education and Teaching (IOJET)*, 4(1), 19-30. Retrieved from <http://iojet.org/index.php/IOJET/article/view/147/147>
- Wahyuningsih, S., & Putra, I. N. T. D. (2020). The Implementation of Technology-Based Media in Improving English Speaking Skill of Hospitality Students in Mataram Tourism College. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(2), 96. <https://doi.org/10.33394/jo-elt.v7i2.3188>
- Waloyo, A. A. (2019). Analysing ESP learners' needs at University of Muhammadiyah Malang for a quality ESP book. *Schemata Jurnal Pascasarjana IAIN Mataram*, 8(1), 51-60. <https://doi.org/10.20414/schemata.v8i1.1651>