

## A Study on Speaking Skill of Traffic Police in Pekanbaru

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### Abstract:

This study examines the professional English needs of traffic officers in Pekanbaru. Most police officers are police academy graduates. Students must have completed high school or one of the four police academies to study at the police academy. While the intensive language training at the police academy is generally considered sufficient for most officers those from other backgrounds are often left behind. It was qualitative research design. As a result, it has been found that all police academy graduates English instruction is based on general principles of English and does not necessarily prepare them for the specific language requirements of the job. In short, Pekanbaru traffic police English competence needs to be developed.

**Keywords:** *Speaking Skill, Traffic, Police*

### 1. INTRODUCTION

Today English has become a universal language and the most widely used language for various purposes. Therefore many people around the world use English in situations where they do not share the same mother tongue (Pastergmen 2010). Many people and government officials need to speak at least basic English in order to communicate better with foreign tourists in tourist areas. Indonesia as a tourist destination has thousands of people who do not speak Indonesian. Indonesian welcomes many foreigners. Many of them own or rent a car. Due to this phenomenon many traffic police officers in Indonesia are forced to learn basic survival English for specific or professional purposes as they often interact with non-Indonesian drivers.

English as a universal language is important for traffic police because it is a barrier that creates misunderstandings between traffic police and drivers and makes traffic police less effective. Consider a routine traffic stop. When the officer cannot communicate effectively during the termination he is unable to convey important information including the reason for the termination the need to identify the meaning of the written statement and an explanation of the appropriate action (Granena 2008). ).

Speaking is one of the most important skills in human daily life. During this period people had to master the English language to support their development. Oral English is one of the basic skills that students must master. Oral language skills are essential to a students ability to participate effectively in the workplace and society. The objective of teaching and learning English is focused on students ability to communicate in English.

Oral communication skills are very important for students of all language levels. English as an international language is a language that is widely used to communicate with other people from other countries.

(Brown, 2001) Saying is an interactive process of meaning construction where production reception and language processing are important tools. Furthermore (Cameron, 2001) argues that speech is used to convey meaning so that it can be understood by others. It can be said that speaking is an interactive process where people exchange information and express ideas through oral language. When speaking acts convey information clearly and can be understood by others it is called good communication. So students need to prepare and communicate in English to practice while learning daily communication; Speaking skills before practicing in real life. Interactive activities can be integrated into each subject as students learn.

As a means of communication, speaking is not only a conveying information. It needs to create a good communication between speakers and participants behavior, facial expressions, silence, and rhythm models. When interacting with the target language, learners will accept understandable languages at their understanding level. As we all know, the main function of language is communication. So why can someone say that they are an expert in a language. When they can use language information from one person to another, if another person interacts well, then communication will be effective. Due to the importance of oral interactive skills, cultivating students interactive speeches is very important for students in any level and any course.

According to (Chaney, 1998), “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching.” It means students should be able to communicate with the others to get or to share information and/or to express what they feel.

Speaking English is an important skill in the language learning process. Students communicate verbally to obtain more information efficiently and effectively. Teachers need to be aware of students speaking ability because it has a significant impact on the success of other students language learning. Foreign language ability will be a very valuable language skill. Many language learners consider speaking ability to be a measure of language proficiency. Mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured by the ability to carry out conversations in that language. And speaking English is a priority for many second or foreign language learners.

Police that deal directly with the community to provide assistance and information security services in Indonesia (UU No. 13/1961). Most of the duties of police officers relate to communications. Article 13 Law No. Resolution No. 13/1961 states that Polri members should be entitled not only to provide information but also to receive complaints in order to see community ID cards and to summon people for questioning. All police duties apply not only to Indonesians but also to foreigners living in Indonesia to maintain security and order. It is therefore very important for police officers especially traffic police officers to master English so that they can perform their duties when dealing with foreigners.

The globalization era impacts the need of mastering English rapidly. People use this language as the tool of communication which has an important role to reveal an intention to someone else through the spoken or written form. Concerning the significance of using English, some certain professions need to learn this subject. One of these

particular professions is tourism police officers. They need to learn English since sometimes they will use English to communicate with foreign tourists in some tourism spots. It becomes an essence of good service to foreign tourists. Related to that, self-materials are developed according to the tourism police officers' target and needs in learning English (Richards J, 2001).

They are the officials who communicate with people and companies to provide assistance and services in the protection of information (UU No. 13/1961). The main function of a policeman is to communicate. Section 13 UU No. 13 December 1961 Police officers have the power not only to provide information but also to search peoples identity documents and receive complaints to summon people for investigation. All police services keep everything safe and civil not only for Indonesians but also for foreigners living in Indonesia. Therefore it is important to learn English especially for police officers in Peking Barrow to deal with foreigners. It is a police profession so the proper English for the police is EOP (English for Professional Purposes). EOP is a term used in the English language for people who work in this field as professionals. So nothing for the academy. EOP focuses on the functional language needed for specific jobs (Evans & John, 1998).

Indonesia is a country of international tourist and business visits. Riau Province is one of the tourist and business destinations which has its capital in Pekanbaru. Pekanbaru as a tourist and business destination must be ready to serve and assist tourists and business people in carrying out their activities. The police as protectors and public servants in Indonesia are expected to be the pioneers of security and the smooth running of daily activities. The police have many divisions, one of which is in direct contact with community activities is the Traffic Police.

Traffic police in their efforts as protectors, protectors, guides and information providers often come into contact with tourists, both local and international businesses. Good and smooth activities are determined by communication. The lack of communication has a big enough impact on people's daily lives, especially the impact on misunderstanding. Traffic police activities from daily activities will intersect with local and international communities, tourists and business people. Ability to communicate in English as a means of providing smooth activities, providing information, instructions and others. This challenge must be faced by the traffic police. Improved communication skills of human resources, especially communication with tourists and international businessmen by using English.

Generally, English has been taught in traditional ways at schools where the Indonesian traffic police officers come from without needs analysis surveys. Therefore, carrying out a formal needs analysis and determining problems facing traffic police of their speaking skill necessitated investigation. Accordingly, the purpose of this study was to examine the English education needs and motivation of traffic police officers in Indonesia, particularly in Pekanbaru city.

Listening and speaking skills are important for traffic police at any stage of providing services to foreign tourists. Functional communication in Metropolitan Police outlets requires listening and speaking skills that can be applied. (Richards J. 2000) stated that there are one hundred and seventy five functional categories. Regarding the functions of the traffic police the main relevant functional categories required by the traffic police in their concrete situations are generally identified as follows according to the needs and problems of the traffic police: describe problems) complain and empathize) advise and instruct give.

All dispatches have a introductory beginning purpose in communication with foreign excursionists. To make the discussion precise and accurate is the main task of the business police. So, to be trained in harkening and speaking chops related to the functional motifs in furnishing services is necessary for the business police.

To improve their acquisition skills students can listen to native English speakers and native English video radio ( Mendelsohn & Rubin, 1995). still, harkening takes time because of some walls similar as solicitude, fear, semantics and language differences, and noise( Scarcella & Oxford, 1992). In order to come an effective listener, learners have to learn to manage what's going on in their own minds. Likewise, learning to speak a foreign language requires further than knowing its grammatical rules. The students should gain knowledge of how the natives use the language in different environments. Being successful and proficient in speaking skills (Canale & Swain, 1980) show the factors underpinning speaking chops proficiency as follows:

a) Grammar tricks. Learners must know the terms and rules. This means they need to understand how words are broken down into colored sounds and how rules are highlighted in specific ways. Therefore grammatical skills enable learners to directly use and understand English structures without hesitation without leading to ignorance.

b) Rather he has Students must develop reflective abilities relevant to basic communication. In communication both the production and understanding of language material to the ability to see and reuse hadith connections and to develop a representation of meaning from both previous and subsequent information. Therefore an effective speaker must acquire a variety of structures to express ideas showing temporal conjunctions showing contrast and emphasis. These students can concentrate on the discussion.

c) Sociolinguistic competence. Students should be able to know what is expected socially and culturally; This means that the learner must acquire the rules and ethics that govern the applicable tenses and completion of speech acts. Understanding sociolinguistic competence helps students know how to ask questions during advertisements to determine which interpretation to apply and how to respond nonverbally according to the purpose of the discussion.

d) Strategic ability. Strategic competence is the way in which language is manipulated by learners to meet communicative demands (Brown 1994). Strategic skills in the context of speaking refer to the ability to know when and how to address how to continue a discussion how to end a discussion and how to clarify communication and evaluation problems.

Overall effective negotiation chops can help business executives build relationships with foreign visitors resolve work-related disputes and improve efficiency in service delivery. To be competent in speaking chops, business police are needed to have known enough vocabulary words, overcome the walls of and speaking, and learn the factors of English language chops. Business Police is an enforcing element in charge of carrying out police duties which include guarding, conveying and patrolling, public education and business engineering, enrollment and identification of motorists or motorized vehicles, business accident investigators and law enforcement in the business sector in order to maintain order and the expedite roads.

The existence of the traffic police is important in overcoming traffic violations, to overcome these violations the traffic police make preventive efforts to prevent motorcyclists when traffic is on the road, whether it is giving traffic signals, setting road markings and arranging good traffic signs. so that road users in driving can obey the instructions set by the traffic police.

Patrol is one of the police activities carried out by two or more personnel of the National Police as an effort to prevent the meeting of the intentions of opportunity by visiting, exploring, observing, observing situations and conditions that are thought to cause all forms of social security disturbances (both crimes and violations) and prosecuting the presence of the police force to carry out police actions in order to maintain public order.

In an effort to discipline the drivers, the patrols can provide a stimulus to the community by providing understanding to the community to jointly maintain order in traffic so that this can have good implications for road users in particular and society in general, to obey the rules carefully so that traffic drivers does not cross the boundaries that have been stipulated by the police and can be obeyed by the community.

The duty of the Traffic Police is to carry out the duties of the National Police in the Traffic sector which includes all efforts, jobs and activities in Traffic control to prevent and eliminate all forms of disturbances and threats in order to ensure security, order, safety and smooth traffic of traffic on public roads.

The duty of the traffic police is the most vital part of reducing traffic problems to reduce the number of accidents that occur while driving, thus the traffic police can play an active role in controlling the situation and condition of drivers while driving so as not to reap the number of accidents and traffic violations from year to year.

Traffic Police is part of Polri that is needed by the community to achieve peace, especially with regard to traffic. Service to the community in the traffic sector will affect the quality of life of the community because in modern society, traffic is the main factor supporting productivity. The number of problems or disturbances in traffic such as traffic accidents, congestion, or criminal acts related to motorized vehicles is a problem that disturbs the community. Related to these services, the vision and mission of the traffic police are:

- a) Ensuring the upholding of the law on roads characterized by protection, protection, democratic community services so as to realize security, safety, order and smooth traffic (DitLantasPolda D.I. Yogyakarta, 2012).
- b) Realizing that the road user community understands and believes in the Traffic Police as a protector, protection and community service in the field of traffic, traffic law enforcement, traffic problem assessment, registration and identification of motorized vehicles and drivers (DitLantasPolda D.I. Yogyakarta, 2012).

Previous research aims to obtain material for comparison and reference. In addition, to avoid the assumption of similarity with this study. So in this literature review, the researcher includes some of the results of previous studies.

(Khamkaew, 2009) examined the English-speaking stamps of 30 Metropolitan Police (MPO) officers. Subject works at Chana Songkram Police Department. Subjects are given questions and questionnaires. The experimenters reiterated the need for additional instruction in English to develop listening and speaking skills in MPO in important language functions such as: Greetings and Burning Aid require special detailed questions and wishes. Accommodation Info Anything Info Traffic and emergency calls. give direction and p. Providing advice and guidance for safe travel and shopping According to Khamkaew the main problem with MPO is speaking a collection of English using simple expressions and communicating with others using complete rules. Problems with listening are the general lack of learning and the different intonations of immersive English lack of understanding of simple expressions.

(Meemark, 2008) studied the needs and problems of English for tourist police. The purpose of this study is to identify the challenges and training needs faced by English-

speaking visiting police officers in their daily work. As a result it was found that all parts of English (listening speaking reading and writing) were explosively required in all areas of visitor police. Showdown is rated as the most important skill. Practitioners suggest that polishing and speaking phrases along with vocabulary should be an essential part of any English language training tool. Mosalem 1984) studied the English language requirements of 150 Egyptian police officers from 10 police stations. He used a questionnaire to collect data. Officer requirements for language and subskills vary by police department. Still these agencies prioritize speaking and listening with the exception of the Interpol Police Department which prioritizes reading and recording. The maturity of our officers shows that they can do their job well with their command of English.

(Alhuqbani, 2009) Saudi Arabian police officers are motivated to learn English interactively. In particular the maturity of the police officers interviewed says that they would like to learn English because they can take and endure it as their mother tongue. Helps to extend the life of your speaker. You can meet and communicate with native speakers. Also because English can improve the process of getting new riders from English speaking countries. The same findings revealed that Saudi Arabian police officers were beneficially motivated to learn English for several reasons. Most of them felt that the use of English was important in their higher academic and professional fields. They point out that knowing English enables a person to communicate in English without education and that knowing English helps them do their job effectively.

## 2. METHOD

A qualitative descriptive system was developed in this research using a naturalistic design (Ary 2010). Design statements were made throughout the study – both at the end and in the morning. In addition qualitative research has five characteristics that make the experimenter a judgmental tool by analyzing data inductively and using descriptive terms related to the process rather than interpreting the data as internal disturbances in a natural environment. So based on this description the way this study was done follows the information cited. This system was used to describe the anatomy of the identity of the business police and to describe the speaking skills. The naturalistic design allowed the experimenter to analyze the commercial police gestures during the discussion.

The research method requires research to be carried out in a natural setting. Therefore, the research was carried out in a place where the informants usually do their activities or as agreed by the informants and researchers. The main factors of the research location are the convenience of the informants and easy access for informants and researchers. The information that the researcher uses as a resource is the traffic police in Pekanbaru as main readers and for society in particular.

The investigation was carried out at the traffic police station. Located at RSDC Street Pesisir - Rumbai Rumbai Bukit Meranti Pandak Kec. Rumbai Pesisir Pekanbaru City Riau 40115. In qualitative research subjects are often referred to as informants. An informant is a researchers trusted source or person who provides accurate information to complete research data. (Sugiono, 2010) is a typical term for qualitative information research. Samples in qualitative research are not referred to as respondents but rather as sources or participants informants friends and research supervisors. An informant provides information or data that a researcher needs. In the absence of the online person the researcher reveals the results or nature of the research. Informants should also be in the form of an adjective as this affects the validity or otherwise of the information being investigated.

Observations the use of other measurement instruments specifically designed in accordance with the objectives of the researcher (Rianto, 2004). Observation is a method or method of systematically analyzing and recording behavior by seeing or observing directly the intended individual or group. The researcher makes participant observation, that is, the researcher involved with the activities of the subject being observed or used as a source of research data (Basrowi & Suwandi, 2008). The purpose of this observation is mainly to make notes or descriptions of real behavior and understand the behavior. For this study, researcher has observed the activity of Pekanbaru traffic police, whether they often use English or almost never.

Probing the learners' needs can be seen as an essential part and the starting point of any course or program design (Richards J., 2001). requirements of the actors of this implicit course are delved from numerous sources of information. One of the sources is that authentic relations are collected on the internet. These accoutrements are business police discourses and dispatches taken from the real-life situations in the business police. Another source of information for probing the requirements is the authentic vids recorded by either the police or other people during the business police. These vids give real-life business police dispatches with the motorists while stopped in a business stop.

The reason for fastening on authentic accoutrements is that these kinds of accoutrements serve the implicit course actors better than those set up in the marketable handbooks because in the handbooks the modeled language is substantially veritably general and bears little resemblance to what's constantly used in real-life relations. fake accoutrements, according to (Bartlett, 2005) and (Granena, 2008), are probably not to help the actors to achieve the thing of similar course. There are also other sources of probing requirements, which can be considered by unborn course inventors, but not conducted in this exploration. One of these sources is to visit the police department in Banten.

Another resource can be escalated (automatic grounding order) with the trade police or join the trade police at the trade station. In this part the examiner observes the process of communication with the manager and pays attention to the dialogue that is constantly used during the communication process. Although essentially the same task was performed in the native language the purpose of the experiment was to collect the necessary conversations that commercial police commonly use in their business offices. In other words the same dialogue cannot be used in a training session unless it is reformulated in the target language.

The data for this study can be obtained using the naturalistic approach supported by (Ary 2010) which is a naturalistic approach to recording and taking notes for observational interviews. During data collection the authors participated in weekly conversations with the subjects as active participants or observers. Tools that can be used to collect data are pen books and mobile phones. This tool is used to record interactions between traffic police and foreigners. This observation can be made when the subject interacts with the stranger.

### 3. FINDINGS AND DISCUSSION

From the research data it is clear that commercial police officers often serve foreign tourists using English. They sometimes have difficulty communicating in English with foreign tourists and rely on English-speaking musketeers whenever they serve foreign tourists. Their English skills are not enough to communicate with foreign tourists but finally they have the ability to learn English because they understand the importance of

being literate in English properly and correctly to support their work to serve and communicate with foreign tourists. They understand that knowledge of English is very important to support their work. In reviewing the needs of the target an analysis of the needs of the target is used which includes the needs and desires needed. Pena determined that commercial police officers lacked knowledge and ability to speak English because English was essential for communicating with foreign tourists to provide better services. Actually they have to learn English as an alternative language related to their work because they have to be able to speak English to provide better service to foreign tourists. The results of the target needs analysis are presented below.

**Table 1.** *Necessities, lacks, and wants obtained from the traffic police officers*

|                    | Objective                                                                                       | Subjective                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Necessities</b> | The English type is associated with work as a traffic police who has to serve foreign tourists. | Learning a second language relevant to your work situation is essential                              |
| <b>Lacks</b>       | Knowledge and ability to use the English language in relation to traffic police work.           | The knowledge and ability to use the English language is relevant to the work of the traffic police. |
| <b>Wants</b>       | Good service for foreign tourists.                                                              | Able to speak English to serve foreign tourists well.                                                |

The next step is to determine the content and overall purpose of the article. The purpose of designing an educational consumption group for the vigilant police is to help the business police to improve their English especially in speaking. By the end of the program students are expected to be able to communicate enthusiastically and accurately with foreign tourists by applying the necessary functional expressions in discussions. After identifying the object Payne made a list of motives that seemed to match the officers needs. 1. Greetings 2. Introductions 3. Telling the time 4. Giving directions 5. Describe places 6. Describe special events and carnivals 7. Talk about transportation 8. Describe object.

The next step was in the form of common elements of designed equipment. General components: 1. Reading speeches 2. Identifying some useful expressions correctly in discussion 3. Consistently using some useful expressions in discussion 4. Understanding structure related to content 5. Knowing how to segment English words correctly 6. Using relevant vocabulary.



The coming step was formulating the general objects of the designed accoutrements. The general objects are:

1. Read the discourses
2. Identify some useful expressions rightly in the discussion
3. Apply some useful expressions meetly in the discussion
4. Understand the structure related to the content
5. Know how to gasp the English words rightly
6. Use proper vocabulary related to the content
7. Get the right arrangements
8. Communicate with foreign tour operators diligently and in correct English.

Specific training topics are designed for each language function keeping in mind the general topics of equipment design. It is also prepared based on the results of requirements verification. The teaching topics can be seen as below:

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**Table 2.** *The objectives of each language function in the designed materials*

| Unit | Topic              | Basic Competency                                                                                                                                                                                                                                                               |
|------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.   | Greeting           | At the end of the exchange the officer will be able to: Identify some useful expressions used in chatting Practice chatting properly Greet foreign pedestrians in English Complete conversations with pedestrians unfamiliar with English and respond to greetings in English. |
| 2.   | Introducing        | At the end of an exchange leaders are good at identifying some useful expressions to use in self-introduction. Talk to the tour participants properly and subject to your correct identity in English.                                                                         |
| 3.   | Telling time       | Officers are qualified at the end of the exchange. Learn some useful expressions for telling time Practice telling the present tense correctly in English Tell information about time in English                                                                               |
| 4.   | Giving direction.  | At the end of the exchange of information the representative is ideal for: Identifying useful expressions for giving directions for visiting places for foreign tourists ordering places in English for foreign tourists.                                                      |
| 5.   | Describing places  | At the end of the exchange staff can: Identify some useful expressions used to describe places Write a general description of places of interest in Pekanbaru                                                                                                                  |
| 6.   | Describing Special | At the end of the exchange officials agree to revise some useful terms used to describe special events or carnivals.                                                                                                                                                           |
| 7.   | Transportation.    | The official at the end of the exchange is right: Learn some useful phrases for providing traffic information. State the traffic conditions in Pekanbaru.                                                                                                                      |
| 8.   | Describing people  | At the end of the conversation leaders should be able to: Identify useful expressions to use when describing people State performance when describing people. Describe the person in English for a foreign tourist.                                                            |

At the end of the syllable classes were registered named according to the pen and ornaments were described. When in the initial location the ornament was created in that location. Reid was making plans based on the results of the previous round. In addition to this style he has developed tools in learning opportunity analysis.

### Discussion

This part contains a discussion model for presenting material to an observer. Attacks were discussed based on that issue. The briefing encourages officers to become more familiar with the topics and language covered. Expressions to be Learned This section

introduces key expressions commonly used in functional language content. Useful expressions and answers are highlighted in this section style. Words to rewrite in Flash This section introduces commonly used keywords in Latin. It doesn't return words from all units because some units need to buy other required words. Structured Exercises This section demonstrates the correct form or model of functional language learning. The control condition had the ability to modify the actual speech condition in terms of content as a function of the language used. Duplicate Words This section provides new or improved words added for each meaning in Indonesian. The pen incorporates English with details like the alphabet and dictionaries. However the ability to speak is the main focus and skill that officers need to communicate with foreign raiders.

On the other hand, research was done by (Huong, 2018) showed that police officers engage in tasks like speaking and listening at their actual workplaces. In listening-speaking, typical activities include listening to complaints, statements, and explanations from foreign visitors or immigrants, requesting personal information from them, providing directions to them, and reminding and educating them about Vietnamese rules, regulations, and penalties. The researcher's findings regarding the listening-speaking activities that policemen performed in their actual workplaces, as well as their speaking strengths and weaknesses, served as the foundation for developing the ESP curriculum for future police officers in Vietnam enrolled in the Police Security Academy (PSA).

#### 4. CONCLUSION

The purpose of this research is to highlight the English language requirements for business police officers working in Pekin Barrow. The picture of the results illustrates that in terms of difficulty four language abbreviations are relatively difficult for commercial police officers. But with regard to special difficulties in cutting the tongue the following conclusions are reached (1) foreign wanderings when listening to loud speech unfamiliar words strange foreign accents and lack of opening which is very difficult to remember (2). Inadequate knowledge. Alphabet and structure make speaking process more fluent (3) Reading skill refers to someone who has knowledge of words who is shy or does not understand words and verbal details in travel documents is very difficult and is just beginning (4) How cares writing skills Lack of knowledge about alphabet Inadequate notation of parts shy words and lack of opportunities to write is another major difficulty. Respondents observed that similar motivational factors were needed (1) for placement abroad for job advancement (2) to obtain sufficient grades in public and international examinations (3) to interact with expatriates. to communicate with those who do not speak Indonesian (4) to meet people from different countries and companies (5) to participate in English-speaking international peacekeeping operations. Actors consider active use of English important such as asking or answering questions about a person's profile telling strangers what to do over the phone or asking for help face-to-face and answering work questions or problems.

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