



Premise : Journal of English Education and Applied Linguistics

e-ISSN: 2442-482x, p-ISSN: 2089-3345

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI: 10.24127/pj.v15i2.16035

ENGLISH LANGUAGE NEEDS AND COMPETENCY GAPS OF NATIONAL NARCOTICS BOARD PERSONNEL IN GLOBAL PROFESSIONAL COMMUNICATION DEMANDS

by

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(Article History: Received:14-03-2026;Reviewed1:08-05-2026;Reviewed2:05-07-2026: Accepted:07-07-2026;Published:10-07-2026).

Abstract:

This study aims to analyze the English language needs of National Narcotics Board personnel in the context of international cooperation and to identify gaps between their current English proficiency and global professional communication demands. The study employed a qualitative design involving ten personnel from various work units, with five participants selected for in-depth interviews. Data were collected through questionnaires and semi-structured interviews. The questionnaire gathered information on frequency of English use, self-assessed proficiency, and perceived professional demands, while interviews explored experiences and communication challenges in international contexts. Data were analyzed using qualitative thematic analysis to identify patterns of language needs and competency gaps. The findings indicate that English is primarily required for formal professional tasks, including participation in international meetings, report writing, document comprehension, and official correspondence. Speaking, formal writing, and mastery of technical terminology emerged as priority needs and major challenges. The study concludes that a clear gap exists between current competencies and professional communication standards. These findings highlight the importance of aligning institutional language development initiatives with international operational demands to strengthen effective global collaboration.

Keywords: competency gaps, English language needs, government institution, international cooperation, professional communication,

Abstrak:

Penelitian ini bertujuan untuk menganalisis kebutuhan bahasa Inggris personel Badan Narkotika Nasional dalam konteks kerja sama internasional serta mengidentifikasi kesenjangan antara kemampuan bahasa Inggris yang dimiliki dengan tuntutan komunikasi profesional global. Penelitian ini menggunakan desain kualitatif dengan melibatkan sepuluh personel dari berbagai unit kerja, di mana lima di antaranya dipilih untuk wawancara mendalam. Data dikumpulkan melalui kuesioner dan wawancara semi-terstruktur. Kuesioner digunakan untuk memperoleh informasi mengenai frekuensi penggunaan bahasa Inggris, penilaian diri terhadap kemampuan berbahasa, serta persepsi

How to cite this article:

Haryanti . F., & Rido, A. (2026). English language needs and competency gaps of national narcotics board personnel in global professional communication demands *Premise: Journal of English Education and Applied Linguistics*, 15(2), 495-513. <https://doi.org/10.24127/pj.v15i2.16035>

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terhadap tuntutan profesional, sedangkan wawancara menggali pengalaman dan kendala komunikasi dalam konteks internasional. Data dianalisis menggunakan analisis tematik kualitatif untuk mengidentifikasi pola kebutuhan bahasa dan kesenjangan kompetensi. Hasil penelitian menunjukkan bahwa bahasa Inggris terutama dibutuhkan untuk tugas profesional formal seperti partisipasi dalam pertemuan internasional, penulisan laporan, pemahaman dokumen kebijakan, dan korespondensi resmi. Keterampilan berbicara, menulis formal, dan penguasaan kosakata teknis menjadi kebutuhan utama sekaligus tantangan terbesar. Penelitian ini menyimpulkan adanya kesenjangan nyata antara kompetensi aktual dan standar komunikasi profesional global, sehingga diperlukan penyesuaian pengembangan kompetensi bahasa dengan tuntutan operasional internasional.

Kata kunci: *Kebutuhan bahasa Inggris, kesenjangan kompetensi, kerja sama internasional, komunikasi profesional, institusi pemerintah*

INTRODUCTION

English is the lingua franca of international communication, and English also plays a significant role in many cross-border professional domains such as collaboration between government institutions, law enforcement, etc. (Suharno & Suryana, 2025; Valensya Annisa Ikhsan & Lilis Lamsehat Panjaitan, 2025; Yadav, 2024). In the area of transnational narcotics eradication, international communication involves reading global reports, writing official documents, and engaging in international forums where English is used as the default working language (Kurniyawan et al., 2025; National Narcotics Board Republic of Indonesia, 2024). Hence, competences in English language within the present context belong to the field of demand-oriented English for Specific Purposes (ESP) (Suri & Saripa, 2026; Zohrabi, 2014).

Although research on needs analysis in ESP has developed widely, studies focusing on law enforcement institutions with international-based work assignments are still very limited (Suharno & Suryana, 2025; Valensya Annisa Ikhsan & Lilis Lamsehat Panjaitan, 2025). It was not found that the research specifically integrated needs analysis and competency gap analysis in the context of cross-border narcotics eradication (Kurniyawan et al., 2025; National Narcotics Board Republic of Indonesia, 2024). In fact, the nature of communication in this sector has a different level of complexity, legal sensitivity, and diplomatic implications than the academic and public service sectors (Harry, 2023; Yadav, 2024). Thus, this research offers a scientific contribution by extending the application of the needs analysis framework to international law enforcement and by providing contextual analysis models that can be replicated in other government institutions. The focus on the needs and gaps in English competence of National Narcotics Board personnel strengthens the novelty of this research in expanding the scope of ESP studies in the country's strategic sectors.

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In Indonesia, the institution that has also been given the function of preventing narcotics abuse and illicit trafficking is the National Narcotics Board (BNN) as a state institution having a strategic function. Given the transnational nature of narcotics crimes, implementing the function requires active involvement in international cooperation networks (Kurniyawan et al., 2025). In their professional practice, BNN personnel are faced with the need to understand official documents in English, use legal and narcotics terminology accurately, and convey information orally in a high-stakes formal context. From the perspective of ESP, the need for such a language must be analyzed in the light of the demands of real and contextual target communication (Zein et al., 2022).

Theoretically, needs analysis is the main foundation in designing curriculum and language training programs that are relevant to the professional work context (Armnnazi & Alegasan, 2024; Meilyani et al., 2025; Zein et al., 2022; Zohrabi, 2014) distinguish between present situation analysis and target situation analysis to identify gaps between actual competencies and required competencies. Meanwhile, (Zein et al., 2022; Zohrabi, 2014) emphasized that an effective language curriculum must be designed based on the identification of students' real needs so that learning has practical relevance (Rizky Vita Losi et al., 2023; Vanjinayaki & Gayathri, 2024). Thus, needs analysis serves not only as a diagnostic tool but also as a strategic foundation in determining the priority of language skills that need to be developed (Lin et al., 2021; Yadav, 2024).

Several previous studies have shown that a needs-based approach can increase the effectiveness of professional language training, especially in the aspects of speaking, writing, and technical vocabulary mastery skills that are appropriate to the field of work (Franchisca, 2020; Rizky Vita Losi et al., 2023; Sadapotto & Hanafi, 2021). In addition, interactive and technology-assisted learning approaches have been shown to support English language development, particularly in speaking skills and learner engagement (Maharani et al., 2025; Puspitasari & Sholeha, 2025; Rohmah, 2025). Meanwhile, a gap analysis approach has been used to map the difference between actual competencies and expected professional standards so that training interventions can be designed in a more targeted manner (Kholida Ziya et al., 2023; Ulfah et al., 2021; Yadav, 2024). However, most of the research has focused on the context of higher education, hospitality, or the public service sector, and has not specifically

explored the need for English in law enforcement institutions oriented towards international cooperation in the eradication of narcotics.

Based on this background, this article aims to analyze the English-language needs of BNN personnel in carrying out their professional duties in international communication and to identify the gap between their actual competencies and global communication demands. In particular, this study seeks to answer two main questions: (1) what are the English language needs of personnel in the context of international cooperation; and (2) what gaps exist between actual English language skills and the demands of global professional communication. This research is expected to make a theoretical contribution to the development of law enforcement institution-based ESP as well as a practical contribution in designing English language training programs that are contextual, needs-based, and in line with the dynamics of international cooperation (Kholida Ziya et al., 2023; Lin et al., 2021; Vanjinayaki & Gayathri, 2024).

METHOD

Design

This study employed a descriptive qualitative case study design to investigate the English language needs and competency gaps of BNN personnel in responding to global professional communication demands. The main focus of the study was to identify the forms of English language needs and the gaps between the existing competencies of personnel and the communication demands encountered in international professional contexts. The sub-focuses included speaking, writing, reading, listening, and technical vocabulary used in official reports, professional correspondence, international coordination, and cross-border communication activities (Suharno & Suryana, 2025; Ulfah et al., 2021). The study specifically explored participants' experiences, perceptions, and challenges in using English within their professional workplace context (Rohmah, 2025). Through this design, the researchers obtained contextual and in-depth information regarding communication needs and competency areas that require improvement in meeting global professional communication standards (Kholida Ziya et al., 2023; Lin et al., 2021; Meilyani et al., 2025; Yadav, 2024).

Participant

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The participants of this study are ten BNN personnel of Lampung Province who come from various work units, including the general section, human resources, prevention, eradication, rehabilitation, and law and cooperation. The selection of participants is carried out purposively by considering a minimum of three years of work experience and involvement in potentially English-speaking tasks, such as report preparation, coordination, or international cooperation activities. Of the ten participants, five were selected for in-depth interviews based on more than five years of work experience and involvement in strategic tasks such as the preparation of international reports and memorandums of understanding (MoU). This purposive sampling strategy is in accordance with the characteristics of qualitative research that emphasizes the depth of information rather than the number of participants (Rohmah, 2025; Ulfah et al., 2021).

Instrument

The research instruments used in this study consisted of questionnaires and semi-structured in-depth interviews designed to identify the English language needs and competency gaps of Badan Narkotika Nasional personnel in responding to global professional communication demands and international cooperation contexts (Kholida Ziya et al., 2023; Ulfah et al., 2021; Yadav, 2024). Both instruments were developed based on the framework of English language needs analysis and competency gap analysis in professional workplace communication. The instruments were also developed and validated to ensure that each item adequately measured the actual competency level and the future competency required in international professional communication tasks (Franchisca, 2020; Meilyani et al., 2025; Zein et al., 2022).

The questionnaire was designed as a self-assessment and needs analysis instrument consisting of 25 closed-ended and open-ended questions. The closed-ended questions employed a five-point Likert scale to measure respondents' perceptions of their English competencies in listening, speaking, reading, writing, and technical vocabulary, while the open-ended questions explored communication barriers and professional communication needs. The questionnaire also examined the frequency and forms of English use in global professional communication activities such as presentations, report writing, meetings, and official correspondence (Franchisca, 2020; Rizky Vita Losi et al., 2023). The questionnaire

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items were adapted from previous studies on needs analysis and professional English communication (Franchisca, 2020; Kholida Ziya et al., 2023; Lin et al., 2021; Ranasinghe, 2024; Ulfah et al., 2021). Content validity was established through expert judgment involving in-house curriculum development experts from Badan Narkotika Nasional, while reliability was addressed through consistency checking and item revision prior to administration (Meilyani et al., 2025; Yusoff et al., 2021).

The second instrument was semi-structured in-depth interviews consisting of 10–12 guiding questions accompanied by probing questions to obtain qualitative content data regarding participants' experiences, perceptions, and challenges in using English in global professional communication contexts (Rohmah, 2025; Yadav, 2024). The interview questions focused on speaking, writing, technical vocabulary, and communication standards required in international professional interactions. The interview guide was developed using the same conceptual framework as the questionnaire to maintain consistency between the research objectives and instruments. The interviews also helped identify competence areas that did not meet global professional communication demands (Kholida Ziya et al., 2023). To ensure validity, the interview instrument was evaluated through expert judgment by curriculum and training experts within Badan Narkotika Nasional. The use of questionnaires and semi-structured interviews enabled methodological triangulation and strengthened the credibility of the findings related to English language needs and competency gaps (Lin et al., 2021; Ulfah et al., 2021).

Data collecting technique

Data were collected systematically using questionnaires and semi-structured in-depth interviews to obtain comprehensive information regarding the English language needs and competency gaps of Badan Narkotika Nasional personnel in global professional communication contexts (Kholida Ziya et al., 2023; Lin et al., 2021; Ulfah et al., 2021). The data collection process began with the distribution of questionnaires to ten BNN personnel who met the participation criteria. The participants were purposively selected from different work units because they were involved in professional communication activities related to administration, reporting, coordination, and international cooperation, allowing the study to obtain a broader overview of English language needs and competency gaps within the BNN

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work environment. These ten respondents were purposively selected because they had direct experience in coordinating with international partners and held positions closely related to international engagement, which required more frequent use of English compared to other roles within the institution. The questionnaire was completed within approximately 15–20 minutes and generated numeric descriptive data and limited textual responses related to the frequency of English use in international cooperation, self-assessment of English language competencies, technical vocabulary mastery, and perceptions of communication standards required in international professional interactions (Rizky Vita Losi et al., 2023; Yadav, 2024). The questionnaire results were used descriptively to support the qualitative findings and to provide an overview of participants' existing competencies and professional communication needs, enabling the identification of competency gaps in global communication contexts (Kholida Ziya et al., 2023; Ulfah et al., 2021).

Following the questionnaire stage, five participants were purposively selected for semi-structured in-depth interviews to obtain more contextual and exploratory data regarding their experiences in using English within international professional communication settings. The selection of these participants was based on their key professional roles, involvement in policy-making and international cooperation activities, longer work experience, and greater exposure to international communication tasks, enabling the interviews to generate more specific and context-bounded information regarding communication challenges and English language training needs. Each interview lasted approximately 20–30 minutes and was documented through manual note-taking because participants did not permit audio recording. The interviews generated qualitative content data concerning participants' experiences in communicating with international partners, challenges encountered in formal communication situations, limitations in English language competencies, and perceptions of the English proficiency standards required for international cooperation tasks (Rohmah, 2025; Yadav, 2024). These interview results provided deeper insights into the areas of competence that did not meet the demands of global professional communication.

The combined use of questionnaires and semi-structured interviews enabled methodological triangulation and strengthened the credibility of the findings (Rohmah, 2025). The questionnaire data produced a general description of English language needs and

competency levels, while the interview data generated in-depth contextual information regarding communication challenges and perceived competency gaps in workplace practice (Lin et al., 2021; Ulfah et al., 2021). Therefore, the data collection process provided a comprehensive empirical basis for analyzing the English language needs and competency gaps of BNN personnel in responding to international professional communication demands within a qualitative case study framework (Kholida Ziya et al., 2023; Yadav, 2024).

Data analysis technique

The data obtained from the questionnaires and semi-structured interviews were analyzed using descriptive analysis and thematic analysis to identify the English language needs and competency gaps of Badan Narkotika Nasional personnel in global professional communication contexts (Kholida Ziya et al., 2023; Ulfah et al., 2021). The numeric descriptive data obtained from the Likert-scale questionnaire responses were organized and described to identify tendencies related to participants' self-assessment of English competencies, frequency of English use, and perceptions of professional communication demands (Rizky Vita Losi et al., 2023; Yadav, 2024). The descriptive analysis was used to identify general patterns of English language needs and competency gaps in listening, speaking, reading, writing, and technical vocabulary (Franchisca, 2020; Lin et al., 2021). Through a comparison between the level of ability possessed and the level of ability considered necessary in cross-country professional communication, the analysis enabled an initial mapping of competency gaps (Kholida Ziya et al., 2023; Ulfah et al., 2021).

Meanwhile, the qualitative content data obtained from the semi-structured interviews were analyzed using thematic analysis through open coding and theme categorization (Rohmah, 2025). The interview data transcribed from field notes were first coded to identify key statements related to participants' experiences, communication challenges, and professional English language needs in international cooperation contexts. The codes were then grouped into major themes, such as speaking difficulties in formal forums, limitations in technical vocabulary, challenges in report writing, and demands for higher global communication standards (Lin et al., 2021; Yadav, 2024). The theme development process was conducted iteratively to ensure that the findings accurately represented participants' experiences and workplace communication contexts (Meilyani et al., 2025).

The interpretation of the descriptive and thematic data was guided by the framework of needs analysis and competency gap analysis proposed in previous ESP studies (Franchisca, 2020; Kholida Ziya et al., 2023; Lin et al., 2021; Ranasinghe, 2024; Ulfah et al., 2021). In this framework, English language needs were interpreted as the gap between existing competencies and the professional communication standards required in international workplace contexts. Therefore, the analysis focused on identifying the forms of English language needs required in international professional communication as well as the competency gaps experienced by BNN personnel in responding to global communication demands (Kholida Ziya et al., 2023; Ulfah et al., 2021; Yadav, 2024).

RESULTS AND DISCUSSION

Finding

The purpose of this study was to investigate (1) the English language needs of National Narcotics Board (BNN) personnel in the context of international cooperation and (2) the competency gaps between their current English proficiency and the demands of global professional communication. The findings were obtained from questionnaires distributed to ten respondents and in-depth interviews conducted with five informants.

English language needs in international cooperation

The questionnaire findings showed that English was mainly used in formal and professional communication contexts related to international cooperation activities. Table 1 presents the contexts in which respondents used English in their professional duties.

Table 1. Contexts of English use in professional duties (n=10 respondents)

<i>Context of Use</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Reading international documents</i>	9	90%
<i>Participating in international meetings</i>	8	80%
<i>Writing official emails</i>	7	70%
<i>Writing cooperation reports</i>	7	70%
<i>Drafting MoU documents</i>	5	50%

The findings showed that respondents used English primarily for reading international documents, participating in international meetings or forums, writing official emails, preparing cooperation reports, and drafting Memorandums of Understanding (MoU). The interview data also showed that English was frequently used in activities related to cross-border coordination, formal presentations, discussions with international partners, and communication during cooperation programs. One informant explained that English was mainly required during meetings with foreign institutions and when presenting institutional reports in international forums. Another participant stated that official correspondence and report preparation often required the use of formal English expressions and technical terminology related to narcotics enforcement.

Self-assessment of English proficiency

The questionnaire findings indicated that respondents assessed their reading skills higher than their productive skills, particularly speaking and writing. Table 2 presents the respondents' self-assessment of English proficiency.

Table 2. Self-Assessment of English proficiency

<i>Skill Area</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
<i>Listening</i>	3	5	2
<i>Speaking</i>	2	4	4
<i>Reading</i>	5	4	1
<i>Writing</i>	2	5	3
<i>Technical Vocabulary</i>	1	4	5

The findings showed that reading was the skill area with the highest self-assessment results, while speaking, writing, and technical vocabulary were identified as the most challenging areas. Eight respondents identified speaking skills as important for international meetings and formal presentations, while seven respondents emphasized the importance of writing skills for professional communication.

The interview findings further demonstrated that participants experienced difficulties in speaking during international discussions, especially when responding spontaneously in formal situations. Several informants reported that they could generally understand the content of meetings or documents but found it difficult to express ideas fluently and confidently in English. One participant stated that nervousness and limited vocabulary often

affected communication performance during interactions with foreign counterparts. In addition, participants also reported difficulties in writing official reports, professional emails, and cooperation documents using internationally acceptable formats and formal language styles.

The interview data also revealed that technical vocabulary related to narcotics enforcement, international law, and cross-border cooperation remained a major challenge. Some participants stated that they often encountered unfamiliar terms in international documents and experienced difficulties in translating technical concepts accurately into English during professional communication activities.

Competency gaps between actual skills and professional demands

The findings also identified competency gaps between the respondents' existing English proficiency and the communication demands encountered in international professional contexts. Table 3 presents the identified competency gaps reported by the respondents.

Table 3. Identified competency gaps from questionnaire data (n=10 respondents)

<i>Identified Gap Area</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Lack of confidence in speaking</i>	7	70%
<i>Limited technical vocabulary</i>	8	80%
<i>Difficulty writing formal reports</i>	6	60%
<i>Limited recent training exposure</i>	8	80%

The questionnaire findings showed that seven respondents reported a lack of confidence when speaking in official international settings. Respondents also reported difficulties related to technical vocabulary, sentence construction during spontaneous communication, and grammatical accuracy in formal interactions.

The interview findings also showed that participants often experienced hesitation when communicating orally in international forums. Several informants explained that they were concerned about making grammatical mistakes or misunderstanding technical discussions during meetings with international partners. Participants also reported that limited

exposure to English communication practice affected their confidence in formal speaking situations.

The findings further showed that eight respondents experienced limitations in understanding and using technical terminology related to narcotics and international law. Six respondents also reported difficulties in writing formal reports and official documents in English. Interview participants additionally explained that the lack of recent English language training reduced opportunities to improve professional communication skills required in international cooperation activities.

Overall, the findings showed that BNN personnel required English language skills for formal professional communication and international cooperation activities, particularly in speaking, writing, and technical vocabulary. The findings from both questionnaires and in-depth interviews also demonstrated gaps between the respondents' existing competencies and the communication demands encountered in global professional contexts.

Discussion

This study identified competency gaps between the existing English proficiency of Badan Narkotika Nasional personnel and the professional communication demands required in international cooperation contexts. The findings indicate that BNN personnel require both general and specific English competencies to support international communication activities, including participation in international forums, preparation of institutional reports, and the use of technical terminology related to narcotics and international law. These findings are consistent with previous studies conducted by (Franchisca, 2020) and (Lin et al., 2021), which emphasized that workplace language needs are strongly influenced by professional tasks and communicative situations within institutions (Gaspar & Hartanto, 2019). However, unlike previous studies conducted in educational, hospitality, and general workplace settings, this study demonstrates that communication within narcotics law enforcement institutions involves higher levels of legal sensitivity, diplomatic precision, and technical terminology due to the strategic nature of international cooperation activities.

The findings further reveal that productive skills, particularly speaking and writing, constitute the most urgent English language needs among BNN personnel. Although several

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participants demonstrated relatively adequate reading comprehension, many experienced difficulties in expressing ideas spontaneously during formal discussions and in producing written documents that met international professional standards. These findings are in line with (Ranasinghe, 2024) and (Ulfah et al., 2021), which identified productive skills as highly demanding in global professional communication because they require linguistic accuracy, interactional fluency, and adherence to formal communication norms. Nevertheless, this study differs from previous ESP studies because the communication demands faced by BNN personnel are directly related to cross-border coordination, institutional diplomacy, and international narcotics enforcement, which require a higher degree of communicative precision and professional responsibility (Lin et al., 2021; Yadav, 2024).

Furthermore, this study identified a structural gap between the actual competencies of BNN personnel and the demands of global professional communication. The gaps were reflected in limited confidence during formal speaking situations, insufficient mastery of technical vocabulary, and difficulties in preparing formal reports and official correspondence. The needs analysis framework proposed by (Kholida Ziya et al., 2023), which distinguishes between present situation analysis and target situation analysis, provides a systematic explanation for these discrepancies (Zein et al., 2022; Zohrabi, 2014). In the context of BNN, international cooperation requires personnel to communicate accurately and professionally in formal diplomatic settings. This finding supports (Franchisca, 2020), who argued that the absence of systematic needs mapping may result in persistent discrepancies between existing competencies and workplace demands (Ulfah et al., 2021). However, this study specifically highlights that such competency gaps within law enforcement institutions may also influence the effectiveness of institutional coordination and international communication performance.

The limited mastery of technical terminology emerged as one of the most significant findings of this study. According to (Lin et al., 2021), technical vocabulary mastery is a fundamental aspect of professional communication credibility within specialized work environments. Inadequate understanding of narcotics-related and international legal terminology may reduce communication effectiveness and create difficulties in interpreting international documents accurately. These findings are reinforced by (Ulfah et al., 2021), who emphasized that language needs in professional institutions are domain-specific and cannot be

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adequately addressed through general English instruction alone (Gaspar & Hartanto, 2019). In contrast to previous studies that mainly focused on academic or hospitality contexts, this study demonstrates that technical vocabulary within international narcotics enforcement possesses a higher level of specificity and institutional sensitivity.

Another important finding concerns the limited availability of English language training within the institution during recent years. The absence of continuous language training appears to have contributed to the persistence of competency gaps among personnel. This finding supports (Ranasinghe, 2024), who stated that workplace language development requires institutional support and training programs aligned with actual professional communication demands (Rizky Vita Losi et al., 2023; Vanjinayaki & Gayathri, 2024). Without systematic intervention, language competencies may not develop in accordance with the increasing complexity of international work responsibilities (Kholida Ziya et al., 2023; Meilyani et al., 2025). Unlike many previous studies that primarily emphasized learner motivation and instructional methods, this study highlights the institutional dimension of competency development, particularly the importance of sustainable training policies within globally oriented government agencies.

Scientifically, this study contributes to the development of English language needs analysis by extending its application into the context of international law enforcement institutions. Previous studies have predominantly examined ESP and language needs analysis within educational, business, and tourism sectors (Franchisca, 2020; Ulfah et al., 2021). In contrast, this study demonstrates that government institutions involved in international narcotics cooperation face more complex communication demands, institutional responsibilities, and professional language expectations (Suharno & Suryana, 2025). By integrating descriptive numeric data from questionnaires with thematic qualitative analysis from interviews, this study provides a more comprehensive understanding of the relationship between professional communication demands and competency gaps within strategic government institutions (Kholida Ziya et al., 2023; Lin et al., 2021; Rohmah, 2025).

The novelty of this study lies in its simultaneous analysis of English language needs and competency gaps within a national narcotics institution that actively participates in international cooperation. This study not only identifies the forms of English language needs

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required by personnel but also systematically demonstrates the mismatch between existing competencies and the professional communication standards expected in international settings. Therefore, this study enriches the literature on ESP and professional language needs analysis by emphasizing the importance of context-based approaches in globally oriented government institutions (Kholida Ziya et al., 2023; Ranasinghe, 2024; Zohrabi, 2014).

Overall, the findings confirm that effective participation in international cooperation is strongly influenced by the alignment between language competence and professional communication demands. Formal speaking skills, professional writing abilities, and mastery of technical terminology constitute essential competencies for personnel involved in international coordination and cross-border communication. Consequently, the mapping of English language needs and competency gaps conducted in this study provides both empirical and practical contributions to the development of professional English training programs within strategic government institutions (Lin et al., 2021; Yadav, 2024).

In conclusion, this study not only identifies the English language demands encountered by BNN personnel but also systematically demonstrates the institutional-level gap between existing competencies and international professional standards, thereby offering a context-sensitive and empirically grounded contribution to professional language needs analysis.

CONCLUSION AND IMPLICATIONS

Conclusion

This study examined the English language needs and competency gaps among personnel of National Narcotics Board (BNN) in the context of international cooperation. The results reveal that English is mainly needed for formal activities in a professional environment, such as attending international conferences or meetings, writing reports, understanding policies, and official correspondence. These interrelated needs are more obvious, task-driven, and directly linked to the institutional mandates of global collaborative work.

The results also exposed a gap between actual proficiency and what is expected in the workplace. Reading skills are relatively good; whereas, speaking, formal type of writing, and

knowledge of formal terms are the hard parts. This imbalance demonstrates that current competencies are not yet sufficient to address communicative expectations tied to international engagement.

This study provides context-specific, evidence-based insights into language needs and English skill gaps in a governmental agency. Owing to globalised working environments, these findings emphasise the necessity of aligning real-world language proficiency with global industry standards for collaboration in communication.

Limitation

This study has several limitations that should be acknowledged. First, the study involved only ten personnel from Badan Narkotika Nasional Lampung Province, so the findings may not fully represent the English language needs and competency gaps of BNN personnel in other regional or institutional contexts. Second, the study relied mainly on self-assessment questionnaires and semi-structured interviews, which focused on participants' perceptions and experiences rather than direct measurement of actual English proficiency through performance-based assessments such as speaking or writing tests. In addition, the interview data were documented through manual note-taking because participants did not permit audio recording, which may have limited the completeness of the collected responses. The study also focused only on identifying English language needs and competency gaps in global professional communication contexts and did not examine the implementation or effectiveness of specific ESP training programs for BNN personnel. Therefore, future studies are recommended to involve larger and more diverse participants, apply additional data collection methods such as direct observation, document analysis, and performance-based language assessments, and further investigate the development and evaluation of ESP-based training programs for government law enforcement institutions involved in international cooperation.

Implications

These findings have significant policy implications regarding future research and institutions in certain fields, including policy-making for all government institutions related to international cooperation like National Narcotics Board (BNN). Institutionally, the findings

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expand on previous needs analysis of professional language into an under-researched setting: law enforcement institutions. This study offers an initial window into the joint consideration of performance-based language assessment, cross-institutional comparison, and strategic development of language capacity within governmental contexts through the isolation of task-based language demands and time spent defeating identified competency deficiencies.

The discovered gaps in formal speaking, professional writing, and technical terminology applicants must learn reveal that English proficiency is a strategic institutional competency rather than an auxiliary training. So together they can better champion professional voices, negotiate towards their brighter futures, and substantiate institutional credibility in international partnerships. Collectively, the research reveals that proficiency in a language becomes an instrument of power with global influence shaping how feasible cross-national cooperation may be.

ACKNOWLEDGEMENTS

The author gratefully acknowledges the academic support and guidance provided by the Master of English Language Studies Program at Universitas Teknokrat Indonesia. The scholarly environment and constructive feedback from faculty members significantly contributed to the completion of this study. The author also extends sincere appreciation to Badan Narkotika Nasional Provinsi Lampung for granting access and facilitating data collection. The cooperation of its personnel made this research possible.

BIO-PROFILE:

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