

Implicature and Question Types of Police Interrogation: An Analysis of Communication in a Theft Case

Ramadani^{1,2}, Aceng Ruhendi Syaifullah¹, Wawan Gunawan¹, Dewi Kusri¹, Sri Rahayu¹, Bintang Cahya Dwi Putra¹

¹ Universitas Pendidikan Indonesia

² Politeknik LP3I Medan

Correspondence: Ramadani, Universitas Pendidikan Indonesia, Indonesia. E-mail: ramadani92@upi.edu

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Abstract

In the context of police questioning, effective communication was essential for getting reliable information, establishing reports, detecting deception, managing emotion and compliance with legal and ethical standards. This study analysed the implication and avoidance used in the communication and question types affected by witness responses in police interrogations on a theft case in Indonesia. The study aimed to find out how implication and avoidance were used in the conversation and how question type affected witness responses. The study employed a qualitative method, using investigation reports from Indonesia as the primary data source. The study found that four maxims were used in the interrogation conversation, namely the maxim of quantity, quality, relevance, and manner and there was some communication to lead avoidance. Avoidance was found in communication 7, 9, and 10. The police interrogator employed two types of questions: open-closed and closed-ended. However, the interrogator predominantly used closed-ended questions to obtain information from the witness. Overall, this study highlighted the importance of understanding implicatures and avoidance in communication and question types in police interrogations, particularly in cases of a criminal investigation. The findings of this study may assist in developing more effective interrogation techniques that uphold the witness's rights and facilitate the attainment of accurate information.

Keywords: police interrogation, communication, pragmatic implication, speech act

1. Introduction

Skilled communication can help in seeing clues that someone is lying or making contradictory remarks. Along with spoken responses, nonverbal clues like body language and facial expressions can reveal important details about the veracity of the information being given. Police officers with training in communication skills can spot these indicators and modify their strategy accordingly.

Effective interrogation tactics help to make sure that the procedure complies with legal and ethical standards. Police can better explain a person's rights, uphold transparency, and prevent coercion or other violations of due process by communicating with them clearly and straightforwardly. Fair, legal, and just interrogations that preserve the ideals of justice require effective communication. Interrogation is an instrument to reveal the truth in an investigation of a criminal case. Before a criminal was appointed as a criminal, the police did the interrogation to discover the truth. Shuy (1998), in contrast, interrogators make ample use of their power. They challenge, warn, accuse, deny, and complain. They are more direct. They demand and they dominate. Open-ended questions are infrequent, and probe questions tend to be challenges that often indicate disbelief in what the suspect has said. To know the conversation implicature between police and suspect, pragmatics role was very important used in this conversation. Pragmatics aims to explain how the gap between sentence meaning and the speaker's meaning is bridged. Pragmatic studies of verbal communication start from the assumption (first defended in detail by the philosopher Paul Grice), that an essential feature of most human communication, both verbal and non-verbal, is the expression and recognition of intention. In other words, the spoken language or text made by everyone has three language characteristics, namely idiolect, dialect or register characteristics and universal language that distinguishes it from other people's linguistic characteristics. The characteristics of language are realized as sounds (phonetics and phonology), words or word structures (morphology), grammar or clause construction (syntax), meaning (semantics), meaning (pragmatics), unity of understanding (discourse), spelling or letters form (in written language) and other linguistic features.

In many criminal cases, police interrogation provides much of the evidence against a suspect. Formally or informally, such evidence is reviewed by decision-makers or district attorneys to determine whether it will be powerful enough to bring about a conviction. It is hoped, at least, that such analysis is also concerned with the administration of justice. Following is an example of a criminal case that was based almost entirely on evidence derived from police interrogations. The example may compete with *United States v. John DeLorean* in its reliance on a single hypothesis amid far less than conclusive evidence of guilt.

Case study of the interrogation of Allen & Gilbert (1997), when more than one interrogation takes place for the same suspected crime event, law enforcement officials seriously risk appearing or being, inconsistent. It is generally believed that the suspect's inconsistency will trip him or her up and provide a wedge for the interrogators to get to what happened. But the inconsistency of police reports can also work for a suspect's benefit. Such was the case of Steve Allen, who returned to his Bartlesville, Oklahoma, home on the evening of June 11, 1990, and found his wife's body in a pool of blood on the kitchen floor. Exactly what happened that night is a matter of great dispute. After interrogating Allen several times, the police concluded that he was the primary suspect in his wife's death. Allen was interrogated several times but there was no appropriate description to convince the police that he was not suspect in her wife's death. Then, the police interrogated Allen in-depth interrogation several times. Officers Mason and Potroff interrogated Allen and then they discovered suspicion

from his statement. Allen was not consistent with his explanation of the real incident. From this interrogation. Finally, polices found who killed his wife. All data from the police's interrogation proved that Allen was the lone suspect in her wife's death.

There are some cases found by researchers in the field. About the reception and processing of legal cases involving the use of language in the Indonesian legal system. Nowadays, the role of language is important in revealing a case. The language expert always involves in handling a case to reveal the truth. The language expert also makes police easy in running their work about language. In the field, the researcher comes to watch the interrogation process, this will be found in the phenomena in the field naturally. In interrogation, the researcher found a mismatch in the use of language between language in interrogation and language in written text as the result of interrogation. It is unique how the police choose the appropriate words based on the context. In interrogation, it is often based on lexical meaning. In reality, language in the interrogation room is a matter of comprehensive meaning and understanding (Olsson 2008), not just the lexical meaning of a dictionary. Linguistics can contribute to the legal system by comparing and proving by finding commonly used interrogation methods through a scientific process that can be accounted for.

Redlich, Shteynberg & Nirider (2020), Pragmatic implication in the interrogation room: a comparison of juveniles and adults. The result of the study, regardless of age, participants were about three times more likely to recommend the suspect confess when leniency was explicitly or implicitly mentioned than when leniency was not introduced. For sentencing expectations, a significant effect of leniency, in the manner predicted, was found for adults but not juveniles. Several differences were also found between juveniles and adults; for example, juveniles perceived the interrogator as significantly fairer than adults in the explicit and implicit leniency conditions, but not in the no leniency condition.

Santoso & Apriyanto (2020), conducted their research on Pragmatics Implicature Analysis of Police Interrogation: Forensic Linguistics Analysis, the results of their study indicated that the use of conversational implicature in the police interrogation process can create humanist communication without having to use violent techniques. Investigators need to know more about the implicature of the conversation. Munirah and Apriyanto (2020), conducted their research from a forensic linguistic point of view of implicational conversations in police interrogation: a review, of the conversational implicature used by the police in the interrogation process in dealing with the suspect on common ground, make the suspect consistent without feeling depressed, and help the suspect in describing the case.

Satria (2022), conversation implicature of interrogation through witness/victim of abuse: Forensic Linguistics Analysis. The results of the study are the use of four maxims in the Grice cooperation principle in interrogation between investigators and witnesses/victims and suspects at the Sinjai Police station, namely (1) the maxim of quantity with the category of information conveyed is not excessive than what is intended to be conveyed, (2) the maxim of quality with the category of illogical information, (3) the relevance of the maxim with the provisions that are not relevant to the topic of the ongoing conversation, (4) the maxim of manner with the category of information that is not ambiguous.

From the case and previous research above, interrogation has an important role to reveal the truth. The interrogators have to have a great strategy in interrogating the suspect to find out the truth and obtain a confession regarding that accident at that time. Rabon in Gudjonsson (2003) argues that the term interrogation is more often used in the literature, and in practice, in the police world it refers to the process of questioning criminal suspects, while interviews are used for witnesses and victims. As far as the researcher knows, there are types of questions that only require a yes or no answer and there are also types of questions that require exploration of the answers given by the subject.

1.1 Research Questions

Based on the explanation above, the researcher found the research questions of this study:

- 1) How are implication and avoidance used in the conversation?
- 2) How are question types affected by witness responses?

1.2 Research Objectives

- 1) To find out how implication and avoidance were used in the communication
- 2) To find out how the types of questions in interrogation used by the interrogator

1.3 Research Significance

This study had two significant contributions - theoretical and practical.

Theoretically, the study aimed to provide reference materials for further researchers and to expand the analysis of communication in interrogation. The study explored various aspects of interrogation communication. By achieving the research objectives, this study can aid in interpreting the social, cultural, and realization of linguistics aspects. Specifically, the study can serve as a source for linguistic analysis from an appraisal perspective and assist in evaluating the use of language in spoken discourse.

Practically, the findings of this study can serve as a guide for police officers during interrogations. The results can also be used by police commanders in assigning tasks to their subordinates during interrogations. Additionally, this research can provide valuable insights to police observers regarding common interrogation practices.

2. Literature Review

2.1 Interrogation

In recent years, Shuy (1998) has heard many law enforcement officers testify that they do not interrogate, that, rather, interview subjects. From this, it is apparent that the image produced by the word *interrogation* is not one that some law enforcement officers appreciate. One such officer explained on the witness stand that *interrogation* conjures up browbeating and rubber hoses, practices not condoned by the police. However accurate this officer's assessment may be of the bad public image the word *interrogation* evinces, he was probably right to avoid using it. By using the more neutral term *interview*, law enforcement joins the large body of professions that carry out such activity, such as journalists, physicians, employers, social scientists of all types, and many others, none of whom would characterize their

practice as "interrogation." The *interrogatory*, in contrast, is used without negative connotation in the practice of law, and the *interrogative pronoun* is a perfectly respectable grammatical category used by linguists.

The literature on techniques of police interviews is surprisingly slim. One of the most enlightening books is by Inbau et al., (1986). These authors point out somewhat different strategies for cases in which the suspect's guilt is reasonably certain and for cases in which the suspect's guilt is uncertain. The general advice to a police interrogator is to be patient, to make no promises, and to avoid letting the suspect make repeated denials of guilt, because the more a suspect tells a lie, the harder it is to get to the truth.

Inbau et al. (1986) claim that "a woman is much more reluctant than a man to confess a crime about which she has made repeated denials of guilt" (p. 117). For suspects whose guilt is reasonably certain, Inbau et al. advises police interrogators to be confident, to accuse, to focus on reasons why the suspects did it, and to avoid the issue of whether or not they did it. Police are also urged to flatter lower-status suspects by referring to them as *Mr.* or *Mrs.* and to keep higher-status suspects subjugated by using their first names. The interrogator is encouraged to play the role of a psychologist, calling attention to symptoms of guilt such as eye aversion, restlessness, or picking fingernails. Noting such behaviour, the police officer is to point out that such actions are manifestations of lying. Anytime a suspect responds with words such as "as far as I know," the interrogator should view this as an admission and proceed accordingly.

In many criminal cases, police interrogation provides much of the evidence against a suspect. Formally or informally, such evidence is reviewed by decision-makers or district attorneys to determine whether it will be powerful enough to bring about a conviction. It is hoped, at least, that such analysis is also concerned with the administration of justice.

2.1.1 Types of Questions in Interrogation

The types of questions asked by investigators were initiated by Yeschke (2003). He mentioned that two types of questions are usually used in interviews: closed questions and open questions. The purpose of the investigation determines the use of closed or open questions.

a. Closed-ended Questions

Closed-ended questions are specific, offering a limited number of responses. Yes or no questions and multiple choice questions are types of closed questions. Use closed questions at the beginning of the interview to get affirmative answers and make the examinee feel more comfortable. Closed-ended questions, both those with two options (yes or no) and multiple choice limit the responses and options. Using this type of question can be useful when you want to maintain maximum control over the interview and save time.

b. Opened-ended Question

Open-ended questions begin with who, where, what, when, how, or why. This question cannot be answered with yes or no, rather the suspect must think it over clearly. Although this question creates pressure for the subject being examined, it can also reveal much-needed information. Open-ended questions keep the interview flowing. Most open-ended questions ask what, why or how. To learn causes, reasons or purposes, use why questions. Why questions find out the facts about a situation and investigate areas not touched on by more complex questions. There are times when the question of why creates such a threatening situation that the examinee becomes defensive. Faced with the question of why the examinee may feel neglected, misunderstood or coerced. They may withdraw, limit themselves, or strike back with silence which can leave us confused or frustrated. Questions that start with why can be overwhelming because they can cause a lot of challenges. The examinee usually cannot answer this question because it is related to subconscious thoughts or behaviour. Answers that are too self-revealing make people uncomfortable. Open-ended questions help us achieve several goals, including (1) uncovering the examined priorities, attitudes, needs, values, goals and aspirations; (2) determining the frame of reference and the point of view of the examiner; (3) building understanding and empathic relationships; (4) involved in the process of active listening, caring, positive appreciation, and recognition; (5) allowed and encouraged the examinee to express their feelings and state facts without feeling threatened; (6) Stimulating relief or emotional expression being examined

2.2 Communication

According to Little (1973: 7), the form of communication is two-way communication, in which the parties involved alternately act as the transmitter and receiver. Information is exchanged between the parties via transmission and receipt. A good transmitter will constantly attempt to view things from the perspective of the receiver. The instructor should make an effort to view the lessons being taught from the perspective of the students while they are being taught.

The ineffective communicator is the one who, in a dialogue setting, resents giving up the transmitter function and won't give the receiver more than a brief opportunity to assume that role. The type of communicator in question either talks nonstop or cuts the other person off as soon as he starts to speak. Additionally, the ineffective communicator pays little attention to how the intended recipient is understanding what is being said and gives him or her no opportunity to express their response to the information by way of questions or other means.

According to Little (1973: 5), who agrees with Altur, we may want to use communication to influence someone to (1) act in a particular way (or cease acting in a particular way), (2) alter his attitude toward us or another person, or (3) change his attitude toward a particular item or idea. In a nutshell, we need a "response." Additionally, he suggests that communication is the process through which information is passed between people and/or organizations to produce an understanding reaction (1973: 6). He provides the following example of communication.

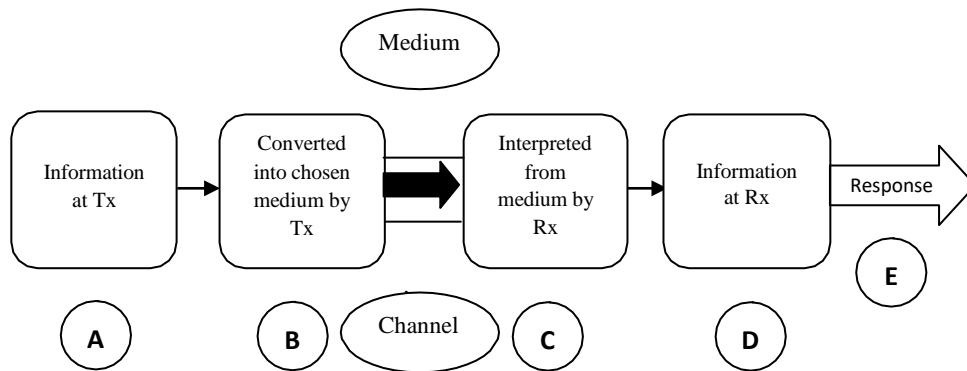


Figure 1. Illustration of Communication (Little 1973:3)

As illustrated in the above image, data from the transmitter is transformed into the desired medium before being transferred to the receiver. The transmitter or communicator will get responses from the receiver. As seen in the above image, the communication process requires media to convey the transmitter's messages. Between the transmitter and receiver, the channel serves as the connecting element. The path that the medium takes or the circumstance that allows the transmitter and receiver to communicate is referred to as the channel in this context. This is an illustration of communication channel that frequently malfunctions at the start of a class period. If the transmitter was assigned to class A and the receiver was sent to class B, there can be no communication. Communication must be flawless for part E, the response, to be exactly what the broadcaster hoped for when the transmitter is the instructor himself. Information at D (receiver) and A (transmitter) must match exactly for communication to be perfect. The distortion at B and C makes this exceedingly challenging to accomplish. Because of his inexperience with the medium, the transmitter who wishes to convey an idea through it risked misrepresenting it.

2.3 Pragmatics Implication

The issue of pragmatic implication has been extensively researched, especially about advertising (Searleman and Carter, 1988) and information processing and memory (Brewer, 1977; Chan, and McDermott, 2006). Even though most studies have involved adults, some evidence suggests that kids and teenagers "hear" inferences as well as remember them as claims (that weren't spoken). With students in the 7th and 9th grades as well as adults, Bruno (1980) evaluated a training program to help people discriminate between stated and inferred truths. The pragmatic implication effect was present in all three groups, but she also discovered a marginally significant effect, suggesting that adults but not children could be taught to distinguish between stated and implied assertions.

According to Kelly et al. (2013), specific strategies include expressing sympathy and understanding, providing moral defences, and downplaying the gravity of the transgression. According to Kassin and McNall, participants would not distinguish between explicit claims of leniency and minimization strategies, or between explicit threats and maximization techniques. With a few exceptions, the results generally corroborated their hypotheses: perceptions of the voluntariness of the confession and the questioning, expectations of the severity of the penalty, and verdict were not significantly different between the manipulated settings. According to Kassin and McNall (1991), maximization "may communicate an implicit offer of leniency" and minimization "may communicate a threat of punishment by pragmatic implication."

Three experiments by Kassin and McNall from over 30 years ago show that people cannot tell the difference between implicit and explicit threats of punishment and promises of leniency. College students participated in three experiments where they read criminal case transcripts where confessions were obtained in different ways, such as an explicit promise of leniency, an explicit threat of punishment, maximization (a proxy for implied threat), minimization (a proxy for implied leniency), or none of the above (control condition). Maximization is a term used to describe a series of interrogation techniques intended to intimidate and frighten detainees into confessing, according to Kassin and McNall. This can be accomplished by making (repeated) charges, fabricating evidence that supports the case, and misrepresenting the gravity of the offence. Minimization, on the other hand, refers to a collection of methods intended to lessen fear and make it simpler for the suspect to confess.

Horgan, Russano, Meissner, and Evans (2012) looked at maximization and minimization strategies that implied consequences and those that did not. For instance, minimization tactics likely to transmit consequences include "express sympathy" and "assume friendly demeanour," whereas minimizing techniques likely to convey consequences include "stress benefit of cooperation" and "downplay consequences." Using techniques that implied consequences, Horgan et al. found that while they served to increase false confessions from innocent subjects (from 21% without consequences to 42%), they served to decrease true confessions from guilty subjects (from 97% without consequences to 82%). The experiment involved manipulating guilt and the use of techniques with or without perceived consequences. Kassin et al. (2010, p. 30) emphasize that minimization in particular, "which communicate promises of leniency via pragmatic implication, should be scrutinized" because of its potential to result in false confessions in their scientific consensus paper on police interrogation and confessions. Juveniles are a demographic that is particularly vulnerable to making false or forced admissions (Cleary 2017; Drizin and Leo 2004). According to Kassin and McNall, participants would not distinguish between explicit claims of leniency and minimization strategies, or between explicit threats and maximization techniques. With a few exceptions, the results generally corroborated their hypotheses: perceptions of the voluntariness of the confession and the questioning, expectations of the severity of the penalty, and verdict were not significantly different between the manipulated settings. According to Kassin and McNall (1991, p. 247), maximization "may communicate an implicit offer of leniency" and minimization "may communicate a threat of punishment by pragmatic implication." She could have gone at you. And you had to defend yourself from her in this case, strictly speaking (Ofshe and Leo, p. 1098). As a result, in these instances, the interrogator never expresses a desire for leniency; however, the

suspect is likely to interpret these comments in a way that leads them to believe—and later recall—that leniency will be extended in exchange for a confession or a refusal to confess. Minimization, on the other hand, refers to a collection of methods intended to lessen fear and make it simpler for the suspect to confess. According to Kelly et al. (2013), specific strategies include expressing sympathy and understanding, providing moral defences, and downplaying the gravity of the transgression.

In addition to identifying the phenomenon of implicature, and classifying its types, Grice developed a theory designed to explain and predict conversational implicatures and to describe how they are understood. Grice (1975) postulated a general Cooperative Principle and four maxims specifying how to be cooperative. It is common knowledge, he asserted, that people generally follow these rules for efficient communication.

Cooperative Principle. Contribute to what is required by the accepted purpose of the conversation.

- 1) *Quality Maxim.* Make your contribution true; so do not convey what you believe is false or unjustified.
- 2) *Quantity Maxim.* Be as informative as required.
- 3) *Relevance Maxim.* Be relevant.
- 4) *Manner Maxim.* Be perspicuous; so, avoid obscurity and ambiguity, and strive for brevity and order.

Grice viewed these not as arbitrary conventions, but as instances of general rules governing rational, cooperative behaviour. For example, if Jane is helping Kelly build a house, she will hand Kelly a hammer rather than a tennis racket (relevance), more than one nail when several are needed (quantity), and straight nails rather than bent ones (quality); she will do all this quickly and efficiently (manner).

Relevance implicatures are thought to arise from the maxim of Relation. Barb would have infringed this maxim unless her contribution were relevant to the purpose of the conversation. If Barb was cooperative, she was trying to answer Alan's question. Given that working is incompatible with partying, it is inferred that Barb must have intended to communicate that she is not going to the party. Grice (1975) thought other implicatures arise by *flouting* maxims. This happens when what a cooperative speaker says so patently violates a maxim that the hearer must infer that the speaker means something different. The irony is thought to arise from flouting the maxim of Quality.

2.4 Speech Act

Pragmatic studies include speech acts. "Speech acts are actions that are carried out through language," according to Finegan. Austin added that a "speech act" is a behaviour carried out in conjunction with an utterance. As in making requests and giving orders. According to Nihat Bayat, when humans use language, they don't just create random sentences; they also act. In other words, by utilizing language, they either take action themselves or influence others to take action. "Speech acts are the basic unit of linguistic communication," according to Searle. Languages have diverse linguistic resources for communicating speaking behaviours, according to Felix-Brasdefer. As a result, it can be said that a speech act is an activity or an action that results from. Speech acts continue to be one of the primary phenomena that any general pragmatics theory in linguistic pragmatics must take into account, along with presupposition and implicature in particular (Levinson: 1983). According to Austin (1962), the complete speech act in the total speech scenario is the only real phenomenon that, as a last option, we are working to explain. He distinguishes three fundamental ways in which speaking is acting, leading to three different simultaneous acts, such as locutionary, illocutionary, and perlocutionary acts, which are also supported by Cook (1989). Illocutionary acts are divided into five categories by Austin in Oishi (2006): verdictives, exercitives, commissives, behabitives, and expositives. Although it is frequently argued that Austin's classification is best understood as an effort to provide a general picture of illocutionary acts—specifically, what kinds of illocutionary activities one can typically undertake in uttering a sentence—this is not always the case.

Austin identifies there are three main categories governing the performance of speech acts

1. Locutionary act refers to the literal meaning of an utterance.
2. The illocutionary act has a specific force on the interlocutor.
3. The perlocutionary act is concerned with the sequences of the speaker's utterances on the hearer to achieve a specific goal by the speaker. For instance, convincing, changing the hearer's mind and so forth.

Of these three levels based on yule "the most discussed is Illocutionary Indeed, the term "speech act" is generally interpreted quite narrowly

3. Methodology

3.1 Research Design

This study utilized a descriptive qualitative method and focused on police communication conducted between the interrogator and witness/suspect. The conversation between the two parties was observed to examine the language used during the investigation

3.2 Data and Data Collection Procedures

The data for this study were obtained from the police investigation report from Indonesia, which detailed the investigation results between the interrogator and witness/suspect. The data were collected by asking for permission from the police station. Then, the researcher collected the needed data from the Police Investigation Report.

3.3 Data Analysis Technique

The data were analyzed by model by Miles, Huberman & Saldana (2014). They are three phases of data analysis. It can be drawn as the figure below.

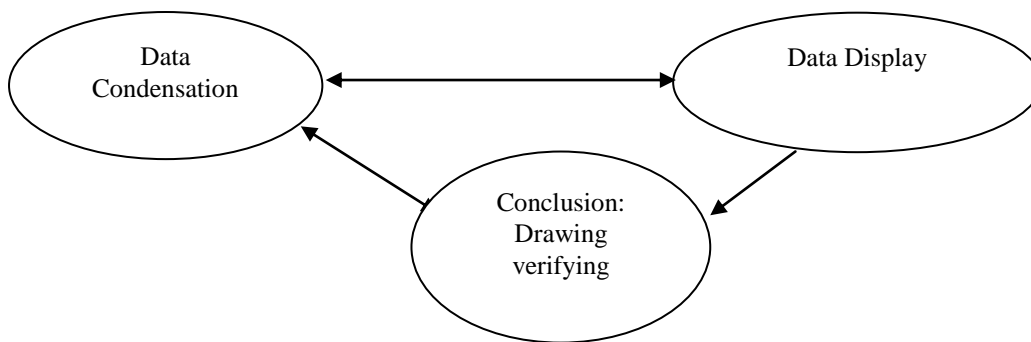


Figure 2. Phases of data analysis by Miles, Huberman and Saldana’s Interactive Model (2014)

The data from the police investigation report were analysed from documents through the following steps:

3.3.1 Data Condensation

Miles, Huberman and Saldana (2014) stated that data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the full corpus (body) of written-up field notes, interview transcript, documents, and other empirical materials.

a. Selecting

Selecting means the way to choose the best or most suitable data. The data appeared from Police Investigation Report from Indonesia that was selected based on the implication and avoidance in the communication and interrogation types.

b. Focusing

The researcher was focused on the implication and avoidance in the communication and interrogation types which have been selected.

c. Simplifying

In this part, the researcher simplified the obtained data from the police investigation report by classifying based on the implication and avoidance in the communication and interrogation types. It made the data simple and easy to understand.

d. Abstracting

The simple data about implication and avoidance in the communication and interrogation types have been abstracted on the table to make it easy to understand.

e. Transforming

The data about implication and avoidance in the communication and interrogation types were transformed by the description and connected to the theory.

3.3.2 Data Display

After selecting the data, the data were organized, compressed and shown based on implication and avoidance in the communication and interrogation types. Then, they were displayed in a table and chart.

3.3.3 Verification and Conclusion

Implication and avoidance in the communication and interrogation types were clarified and conducted. Conclusion drawing can be done by deciding what the data means or finding the pattern after reading the data tabulation or display. The data obtained were analyzed as follows:

- a. The Identifying the police investigation report
- b. Identifying the data by matching the theory of implication and avoidance in the communication and interrogation types with the data found
- c. Classifying the identified data by the problem of the study and the basic theory
- d. Drawing a conclusion based on the interrelationship of the data

4. Result and Discussion

4.1 How Are Implication and Avoidance Used in the Conversation?

4.1.1 The Conversation Implicature of Police Interrogation

The result of Research Question 1. How implication was used in the conversation. The communication between the police and witness appeared to be the use of maxim. This research used the theory of Grice (1975) in maxims. According to the theory, there was a maxim of quality, the maxim of quantity, the maxim of relation and the maxim of manner. The result of this study, the conversation implicature of police interrogation had four maxims. They were the quantity maxim, quality maxim and relevance maxim and maxim of manner.

a. Quality Maxim

Quality maxim stated that one should provide information that is true and supported by evidence. Speakers are expected to be honest and

not make statements they believe to be false or for which they lack adequate evidence. Violating this maxim would involve lying or providing false information. This maxim was in communication numbers 3, 5 and 7 (see appendix). In conversation, the 3 Quantity maxim occurred when the speaker asked a question and the interlocutor answers the question appropriately with the speaker's needs. It can be seen from the police question "... siapa orang yang dilaporkan oleh Z" (who was reported by Z) then the witness answered *saya A, laki-laki, 62 tahun, Wiraswasta* (I am A, male, 62 years old, entrepreneur) The data showed that the witness answered the question related to the inquiry. As we know quantity maxim must have a real answer not lying, the data represented this maxim. The witness's answer was completed with the information that the police needed. The police asked the witness about who was reported by Z, and the witness answered with the names of some people who were reported by Z along with their complete information such as their name, address, age, and occupation. This information was useful for the police to identify the suspects and facilitate the investigation process. The witness provided sufficient information, and if the witness had given more information or an incomplete answer, it would have violated the quality maxim. This maxim requires providing adequate information. This maxim also appeared in Communication 5. "*Kapan saudara dan SY serta SB menguasai lahan/ tanah*" (When did you and SB and SYB control the land), the witness answer was "*Saya menguasai lahan/ tanah tersebut..... dengan cara mendirikan bangunan rumah*" (I have controlled the land I have controlled the land/land is by building a house) From the data, the conversation used the quality maxim. This can be seen from the police's question that asked for an explanation about land control. The question was focused on "when and how" and required an accurate answer. In this conversation, the witness provided a relevant contribution and made sure that he understood the question before answering. He provided information related to the question, explaining how he controlled the land by building a house on it and believing that it belonged to his parents since they had lived there since 1962. The witness's response provided a truthful explanation to the question asked by the police. And the last quantity maxim appeared in communication 7. "*Apakah saudara ada memiliki alas hak tanah/ lahan*" (Do you have the legal basis for the land), then the answer "*Saya tidak memiliki alas hak tanah/ lahan yang saya kuasai tersebut*" (I do not own the land/land rights that I control) The communication demonstrated the use of the quality maxim. The police asked the witness about the legal basis for his control over the land. The phrase "legal basis" indicated that the police wanted to know whether the witness had a certificate or any other legal document to prove his ownership. The witness was unable to provide the certificate or any other evidence to prove his ownership. He said that he did not know where the certificate was. However, this answer could be either true or false. It is possible that the witness controlled the land without having any evidence to prove his ownership.

b. Quantity Maxim

According to this maxim, speakers should provide as much information as required for the conversation, and no more or less. They should neither provide an insufficient amount of information nor overwhelm the listener with excessive or irrelevant details. Violating this maxim can result in vagueness or ambiguity in communication. This maxim appeared in communication 1, 2, 4, 6, 8 (see appendix). Here was the data in communication 1 "*Apakah saudara sekarang ini dalam keadaan sehat jasmani dan rohani*" (Are you currently in good physical and mental health). The interrogator always asked the witness a specific question during the interrogation to ensure that the witness was healthy and aware that he was being interrogated, and to provide accurate answers. This question also informed the witness of what he would be doing during the interrogation. The researchers found that this question followed the quantity maxim, as it focused on the witness's condition using the words 'good physical and good mental.' The witness responded "*Saya dalam keadaan sehat*" (I am in good health) 'good health,' which was informative and met the requirements. The question provided the interrogator with enough information, allowing them to confirm the witness's physical and mental health and proceed with the interrogation. The question also indicated the witness's admission to the case under investigation. And it was followed by the second question which contained the maxim of quantity "*Mengertikah sebabnya sekarang ini saudara diperiksa secara intro*" (Do you understand why now you are being interrogated). This question had the meaning that the interrogator asked the witness about the case before the interrogator conveyed what caused him to be interrogated. The question's function was to make the witness admit his case first before further interrogation. This question also helped the interrogator find out the witness's honesty and confirmed the interrogator about the set of questions asked of the witness. This question contained the quantity maxim because the witness gave enough information or the required information to the interrogator. The interrogator asked this question so that the witness understood the investigation, as seen in the word "understand". The witness answered "understand," indicating that the response was as informative as required. In third communication was "*dimana letak dan lokasi tanah/ lahan yang sdr kuasai tersebut*" (where was the location and location of land that you controlled?) Based on the data above, the conversation used the quantity maxim. The police asked the witness about the location of the case, and the witness answered the question accurately and informatively, "*Adapun letak lokasi tanah/ lahan yang kami kuasai terletak di Dsn. III Desa Tanjung Mulia Kec. Hinai Kab. Langkat*" (The location of land that we control is located in Dsn. III Tanjung Mulia Village, Kec. Hinai Kab. Langkat) without providing any unnecessary information. This fulfils the criteria of the quantity maxim, which requires that the speaker provides enough information that is relevant to the question asked. The word "location" can be seen in the question, and the witness answered the question, accordingly, providing informative and complete information. This maxim also appeared in Communication 6 "*Berapa luas ukuran tanah/ lahan yang saudara kuasai*" (How much land do you jointly control), it can be seen from the question "How much land..." that the answer needed to be accurate. The witness provided the size of the land, which was informative as required by the question. The police needed this information, and the witness provided an appropriate answer without providing additional explanations. And the last this maxim appeared in Communication 8, the conversation used the quantity maxim. It was an informative question using the word "who" to indicate information about the landowner. The witness provided the required information in response to the police's question, without any additional explanation. Therefore, this conversation did not violate the quantity maxim.

c. Relevance Maxim

The maxim of relevance suggested that speakers should contribute information that was relevant to the ongoing conversation. They should avoid introducing irrelevant or unrelated information. By adhering to this maxim, speakers help maintain the focus and coherence of the conversation. This maxim appeared in communication 9 and 10 (see appendix). This is the ninth communication "*Apakah saudara menguasai lahan/ tanah dengan mendirikan bangunan tersebut ada izin*" (Do you control the land by constructing the building with permission) It can be seen from the police's question about "controlling the land..." This question was relevant to the police's question by explaining the chronology of events. The police asked the witness to explain building the house, and the witness explained "*Saya menguasai lahan/ tanah dengan mendirikan bangunan tersebut tidak ada izin dari pemilik tanah/ lahan dari pemilik*" this data showed

the result why he built the house on the land. The witness answered the question about the police's question, stating that he built the house because he believed the land still belonged to his parents. The witness provided a detailed answer to the question. Then, this maxim also appeared in Communication 10. Notice the data "...apakah saudara pernah melihat surat sertifikat tersebut?" (have you ever seen the certificate letter?) It can be seen from the police's action of showing the land certificate to the witness. The purpose was to confirm whether the witness had seen the certificate before or not. Based on the witness's response, *saya pernah melihat surat tersebut* (I saw this letter when it was shown) he had seen the certificate presented by the Head of Hamlet III of Tanjung Mulia. The conversation demonstrated a cooperative effort between the police and the witness to reveal the truth of the matter.

d. Manner Maxim

Manner maxim pertained to how information was conveyed. It suggested that speakers should communicate, coherently, and in an orderly manner. They should avoid ambiguity, obscurity, or unnecessarily complex expressions. Violating this maxim can lead to confusion or difficulty in understanding the intended message. This maxim appeared in communication 11 (see appendix). It was the last of the questions. Based on the data, it appeared that the conversation followed the maxim of manner. "*Sudah benarkah semua keterangan yang sdra berikan diatas, dan apakah masih ada keterangan yang lain yang ingin sdra tambahkan serta apakah sdra ada dipaksa atau diintimidasi dalam memberikan keterangan?*" (Is all the information that you have provided above correct, and is there any other information that you would like to add, were you forced or intimidated into giving your statement) The participants avoided any ambiguity or double meaning in their communication. When the police asked if there was any other information that the witness would like to add, "*sudah benar dan tidak ada lagi keterangan lain yang ingin saya tambahkan dan saya tidak ada dipaksa atau diintimidasi*" (correct and I have no further information that I would like to add I was not forced or intimidated) the witness provided a clear and direct answer, stating that they had no further information to share. This indicates that the witness did not attempt to add any unnecessary or confusing details to the conversation.

4.1.2 Avoidance in the Conversation

The following was part of a result of research question 1 about avoidance communication. In interrogation communication, there were some questions that the police proposed to the witness that made the witness avoidance to answer the question. In this communication, the witness provided the defense in the case. It can be seen from the witness' answers in 7, 9, 10 (see appendix)

In question 7, the police asked for land ownership right from the witness "*Apakah saudara ada memiliki alas hak tanah/ lahan*" (do you have a land title/deed?). This question referred to land ownership, this question can get a guilty plea from the witness. Then, the witness avoided this question to get self-defense by answering "*Menurut keterangan orang tua saya kepada kami.....*" (According to our parents' explanation to us....) the witness involved other participants in his self-defense, which made him not full attention to guilty. It was one of avoidance in the conversation. Avoidance occurred also in communication 9, when the police asked about "*Apakah saudara menguasai lahan/ tanah dengan mendirikan bangunan tersebut ada izin dari pemilik tanah/ lahan?*" (Do you control the land/land by constructing the building with permission from the owner of the land/land?). this question has shown that the witness mistake in building the house on that land but to avoid the question in the conversation the witness has a way to avoid his mistake "*.....merasa tanah tersebut masih tanah milik kami peninggalan dari orang tua*" (think that the land still ours from our parents). This answer was as if he did not know the land ownership to avoid his mistake in controlling the land. The last communication, the avoidance of the conversation occurred in conversation 10. It talked about a land certificate that showed to the witness but the witness confessed that he has never seen this certificate before. He has seen this certificate when he had been reported by Z. All of the witness' answers indicated that the witness avoided his guilty in communication.

4.2 The Question Types of Police Interrogation

4.2.1 How Are Question Types Affected by Witness Responses?

In this study, the researchers found both conversation types. They were opened-ended questions and closed-ended questions. The different responses generated by open and closed questions. The result was separated between opened and closed questions.

a. Open-ended Question

These were questions that did not have specific answer options or predefined choices. They allowed the respondent to provide a detailed and unrestricted response based on their thoughts, feelings, or experiences. Open-ended questions were often used to gather qualitative data, explore opinions, or encourage participants to share their perspectives. Based on the data, police used opened-ended questions to get detailed information from witness. When the police used open-ended questions, the witness certainly answered in detail. As we know, the characteristics of open-ended questions should not provide predetermined answer options, Encourage participants to express their thoughts and opinions, allow for detailed and elaborative responses, useful for gathering qualitative data or exploring subjective experiences. They were done by police in interrogation communication. The following was the data from open-end questions. It can be seen in questions 3, 4, 5, 6, 8 and 10 (see appendix). In question 3, the question asked for information on a specific person or people, and couldn't be answered with a simple yes or no. Although it was a straightforward question, it was important for gathering informative details. It was marked by using "*siapa*" (who), which meant the police wanted to know the subject in the witness's answer. It was found also in question 4, the verb "explain" and question mark "where" indicated that the witness had to answer related to the questions and answered them in detail. The police asked about the location of the event, and the witness was expected to provide a clear answer. This question cannot be answered with a simple yes or no. The witness did provide a detailed explanation in response to the question. The police asked the witness to explain the location of the event, and the witness had to draw on their prior knowledge to provide an accurate answer. Then the open-ended question was used by the police in question 5, In this question the police used question words "*kapan*" (when) and "*bagaimana*" (how). These question words identified open-ended questions and had to be answered with clearness, the police wanted to know how the witness controlled the land. The question provided an opportunity for the witness to explain the exact details of the event. It was clear that the witness needed to provide a clear and detailed answer, including information about the time and method of land control. This question allowed the witness to describe the chronology of events related to land control. And then question 6, requires information about the size of the land. However, the witness only provided the size of the land without any additional information. The type of question cannot be answered with a yes or no because it asked, "*Berapa luas*" (what is the size), so the witness had to provide

information related to the question. This question requires an informative answer. And the last in question 10, required an informative answer from the witness. The word "jelaskan" (tell) indicated that the witness had to provide a detailed explanation about the certificate, even though a part of the question was a yes/no question "Have you ever seen the certificate letter?". This yes/no question was used to confirm whether or not the witness had seen the certificate before, but the witness was also expected to give a complete explanation about the certificate in response to this question.

b. Closed-ended Question

As we know that closed-ended questions are questions that can be answered with a specific response or a limited set of predetermined options. The respondent is provided with a list of possible answers and is expected to choose one or more options from that list. Closed-ended questions are typically used to gather specific information or to obtain quantitative data. The characteristics of closed-ended questions are they have a limited set of predetermined answer options, are easy to analyse and quantify, do not allow for detailed or elaborative responses, useful for gathering specific information or obtaining precise data. The researchers were found in interrogation communication between police and witness. The closed-ended question appeared in questions 1, 2, 7, 9 and 11 (see appendix). In question 1, the type of question asked by the police was a closed-ended question. The police asked the witness, "Apakah sdr sekarang ini dalam keadaan sehat jasmani dan rohani?" (Are you currently in good physical and mental health) This question only required a yes/no answer without any other options. Although the witness answered yes/no. Then, the closed-ended question was found in question 2, the police used a closed-ended question again to the witness. The police asked the witness the question "Mengertikah sebabnya sekarang ini sdr diperiksa secara interogasi,?" (Do you understand why now you are being interrogated.....?) This question only required a yes or no answer and did not offer any other options. The question did not allow the witness to provide any clarification or explanation regarding the event. In question 7, the police used two times yes/no questions "Apakah sdr ada memiliki alas hak tanah/ lahan.....? dapatkan sdr menunjukkan dan memperlihatkan sekarang....?" "(Do you have the legal basis for the land.....? can you show it.....?) This was a closed-ended question that required a yes/no answer. However, the witness tried to give more information than was needed. The police only needed a simple yes or no answer, and the question had limited options. The police did not provide any additional choices or options, and the question did not allow for any further explanation from the witness. Therefore, the witness's answer was not relevant to the question. The police used closed-ended questions in question 9, the police asked the witness, "Apakah sdr menguasai lahan/ tanah dengan mendirikan bangunan tersebut ada izin dari pemilik tanah/ lahan ? Jelaskan!" (Do you control the land by constructing the building with permission from the owner of the land? Tell), the first part of the question is a closed-ended question that requires a simple yes or no answer. However, the second part of the question, "Tell," makes it an open-ended question that requires a more detailed explanation from the witness. Therefore, the witness is expected to answer both yes and no and give a complete explanation afterwards. And the last was question 11, the police made sure to witness about all of his answers were honest. In this question, the police used three yes/no questions. There was no option to answer this question, the witness just answered yes/no "Sudah benarkah semua keterangan yang saudara berikan diatas, dan apakah masih ada keterangan yang lain yang ingin saudara tambahkan serta apakah saudara ada dipaksa atau diintimidasi dalam memberikan keterangan ? Jelaskan" (Is all the information that you have provided above correct, and is there any other information that you would like to add, were you forced or intimidated into giving your statement? Tell!) The bold words above marked the question words in communication. This was a closed-ended question that could be answered with a simple yes or no. Although the witness provided an answer that was not a direct yes or no, the response still addressed the question. In the given conversation, three components comprised a yes/no question, and the witness should have answered with either yes or no to avoid confusion. However, the witness explained instead of a direct yes or no, even though the explanation conveyed the same meaning.

5. Conclusion

Overall, the research suggested that pragmatic implications can be an effective tool for police interrogators in communication to reveal criminal information from witnesses. The study found four maxims of communication, including quantity, quality, relevance, and manner, which can be used to ensure that the witness provides clear and relevant information and then this study also found the avoidance in the communication. The research also highlighted the importance of using both open-ended and closed-ended questions in interrogation. While closed-ended questions can provide specific and direct answers, open-ended questions can encourage witnesses to provide more detailed and informative responses. Based on the analysis of the data, the police in this study predominantly used closed-ended questions, which limited the witness's ability to provide additional information beyond the answer choices provided. However, interrogators need to use a balance of both types of questions to obtain comprehensive and accurate information from witnesses. Overall, this research had important implications for police interrogation techniques and highlights the need for effective communication strategies to obtain reliable information from witnesses during criminal investigations.

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Appendix

Communication between police and witness

1. Police: *Apakah saudara sekarang ini dalam keadaan sehat jasmani dan rohani serta bersedia diperiksa secara interogasi sekarang ini di Polres Langkat? Jelaskan* (Are you currently in good physical and mental health and are you willing to be interrogated by the Langkat Police? Explain!)
Witness: *Saya dalam keadaan sehat dan bersedia diperiksa secara interogasi di Polres Langkat* (I am in good health and willing to be examined by interrogation at the Langkat Police)
2. Police: *Mengertikah sebabnya sekarang ini sdr diperiksa secara interogasi, jika mengerti dalam hal apa? Jelaskan* (Do you understand why now you are being interrogated, if you understand in what way?)
Witness: *Saya mengerti sebabnya diperiksa secara interogasi di Polres Langkat sehubungan dengan datangnya surat permintaan keterangan dari Polres langkat terkait pengaduan dari Z tentang terjadi dugaan penguasaan lahan* (I understand why I was questioned by interrogation at the Langkat Police in connection with the arrival of a letter of inquiry from the Langkat Police regarding a complaint from Z about alleged land tenure)
3. Police: *Jika demikian taukah sdr siapa orang yang telah dilaporkan oleh Z tentang penguasaan lahan tersebut ? Jelaskan* (And then, do you know who is reported by Z about the land tenure? Explain!)
Witness: *Adapun orang yang dilaporkan oleh Z tentang penguasaan lahan/ tanah yaitu saya A, laki-laki, 62 tahun, Wiraswasta, Dsn. III Desa Tanjung Mulia Kec. Hinai Kab. Langkat, Abang kandung saya SURYA BAKTI, laki-laki, 64 tahun, Dsn. III Desa Tanjung Mulia Kec. Hinai Kab. Langkat dan adik kandung saya SYAMSUL BAHRI, laki-laki, 62 tahun, wiraswasta, Dsn. III Desa Tanjung Mulia Kec. Hinai Kab. Langkat.* (As for the person who was reported by Z about land tenure, namely I am A, male, 62 years old, entrepreneur, Dsn. III Tanjung Mulia Village, Kec. Hinai Kab. Langkat, my biological brother SB, male, 64 years old, Dsn. III Tanjung Mulia Village, Kec. Hinai Kab. Langkat and my younger sibling SYB, male, 62 years old, entrepreneur, Dsn. III Tanjung Mulia Village, Kec. Hinai Kab. Langkat)
4. Police: *Sdr menerangkan bahwa telah dilaporkan Z penguasaan lahan/ tanah , jika demikian dimana letak dan lokasi tanah/ lahan yang sdr kuasai tersebut? Jelaskan* (You explained that Z had reported about land tenure, if so where was the location and location of land that you controlled? Please explain!)
Witness: *Adapun letak lokasi tanah/ lahan yang kami kuasai terletak di Dsn. III Desa Tanjung Mulia Kec. Hinai Kab. Langkat.* (The location of land that we control is located in Dsn. III Tanjung Mulia Village, Kec. Hinai Kab. Langkat)
5. Police: *Kapan sdr dan SY serta SB menguasai lahan/ tanah yang beralamat di Dsn. III Desa Tanjung Mulia Kec. Hinai Kab. Langkat dan bagaimana cara sdr menguasai lahan/ tanah tersebut ? Jelaskan* (When did you and SB and SYB control the land located at Dsn. III Tanjung Mulia Village, Kec. Hinai Kab. Langkat and how do you control the land? Tell)
Witness: *Saya menguasai lahan/ tanah tersebut sejak orang tua saya tinggal di lahan tersebut sejak tahun 1962 dan cara saya menguasai lahan/ tanah tersebut dengan cara mendirikan bangunan rumah serta menempati rumah tersebut bersama dengan SY dan SYB sehingga ditanah/ lahan tersebut sudah terdapat 4 buah bangunan rumah* (I have controlled the land since my parents have lived on the land since 1962 and the way I have controlled the land/land is by building a house and occupying the house together with SYB and S B so that there are 4 buildings on the land house)
6. Police: *Berapa luas ukuran tanah/ lahan yang sdr kuasai bersama dengan SB dan SYB? Jelaskan* (How much land do you jointly control with SB and SYB? Tell)
Witness: *Adapun ukuran luas tanah/ lahan yang saya kuasai bersama dengan SURYA BAKTI dan SYAMSUL BAHRI dengan ukuran lebar depan 7 meter, samping 57,9 meter dan belakang 4,7 meter* (The size of the land area that I jointly control with SB and SYB is 7 meters wide at the front, 57.9 meters at the sides and 4.7 meters at the back.)
7. Police: *Apakah sdr ada memiliki alas hak tanah/ lahan yang sdr kuasai tersebut, jika ada dapatkan sdr menunjukan dan memperlihatkan sekarang ini kepada penyidik? Jelaskan!* (Do you have the legal basis for the land that you control, if so, can you show it to the investigators now?)
Witness : *Saya tidak memiliki alas hak tanah/ lahan yang saya kuasai tersebut, namun menurut keterangan orang tua saya kepada kami bahwa ada memiliki alas hak tanah/ lahan berupa surat penyerahan tanah dari ayah saya MD kepada ibu saya SN namun sekarang ini saya tidak tau dimana keberadaan surat tersebut dan hingga sekarang ini* (I do not own the land/land rights that I control, but according to my parents' statement to us I have land/land rights in the form of a land handover letter from my father MD to my mother SN but now I don't know where the existence of the letter and until now)
8. Police: *Jika demikian siapa sekarang ini pemilik tanah/ lahan yang sdr kuasai? Jelaskan !* (If so, who currently owns the land that you control? Tell)

Witness: *Sepengetahuan saya bahwa pemilik tanah/ lahan yang saya kuasai adalah milik Z/ SAG (As far as I know, the owner of the land that I control belongs to Z/ SAG)*

9. Police: *Apakah sdr menguasai lahan/ tanah dengan mendirikan bangunan tersebut ada izin dari pemilik tanah/ lahan? Jelaskan (Do you control the land by constructing the building with permission from the owner of the land? Tell)*
Witness: *Saya menguasai lahan/ tanah dengan mendirikan bangunan tersebut tidak ada izin dari pemilik tanah/ lahan dari pemilik, saya dan SURYA BAKTI serta SYAMSUL BAHRI membangun bangunan rumah karena merasa tanah tersebut masih tanah milik kami peninggalan dari orang tua . (I control the land by constructing the building, there was no permission from the owner of the land, I, SB and SYB to build a house because we feel that the land is still our land left by our parents)*
10. Police: *Diperlihatkan kepada sdr sekarang ini surat sertifikat Badan Pertanahan Nasional Kab. Langkat tanah/ lahan yang terletak di Dsn. III Desa Tanjung Mulia Kec. Hinai Kab. Langkat, apakah sdr pernah melihat surat sertifikat tersebut ? Jelaskan! (Shown to you now is the certificate of the National Land Agency for the Regency. The level of land located at Dsn. III Tanjung Mulia Village, Kec. Hinai Kab. Langkat, have you ever seen the certificate letter? Tell)*
Witness: *Setelah saya lihat dan perhatikan surat sertifikat Badan Pertanahan Nasional Kab. Langkat tanah/ lahan yang terletak di Dsn. III Desa Tanjung Mulia Kec. Hinai Kab. Langkat, saya pernah melihat surat tersebut pada saat ditunjukkan oleh Kepala Dusun III Desa Tanjung Mulia setelah ZAKARIA buat laporan (After I saw and noticed the certificate of the National Land Agency for Kab. The level of land located at Dsn. III Tanjung Mulia Village, Kec. Hinai Kab. Langkat, I saw this letter when it was shown by the Head of Hamlet III of Tanjung Mulia Village after Z made a report)*
11. Police: *Sudah benarkah semua keterangan yang sdra berikan diatas, dan apakah masih ada keterangan yang lain yang ingin sdra tambahkan serta apakah sdra ada dipaksa atau diintimidasi dalam memberikan keterangan ? Jelaskan! (Is all the information that you have provided above correct, and is there any other information that you would like to add, were you forced or intimidated into giving your statement? Tell)*
Witness: *Benar, semua keterangan yang saya berikan diatas sudah benar dan tidak ada lagi keterangan lain yang ingin saya tambahkan dan saya tidak ada dipaksa atau diintimidasi dalam memberikan keterangan selama menjalani pemeriksaan oleh pemeriksa.(That's right, all the information I have provided above is correct and I have no further information that I would like to add I was not forced or intimidated into giving information while undergoing interrogation by the interrogator)*

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