

**ENGLISH LEARNING METHODS USED BY BARISTA
AT NAYA COFFEE SHOP RANTAU**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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**ENGLISH LEARNING METHODS USED BY BARISTA
AT NAYA COFFEE SHOP RANTAU**

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Presented to Faculty of Tarbiyah and Teacher Training
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Sarjana Pendidikan

By

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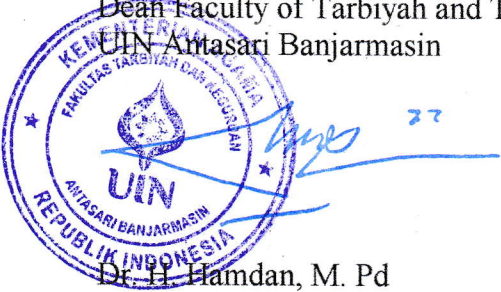
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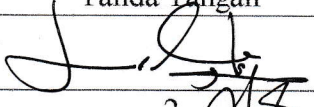
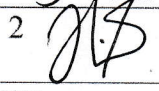
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ABSTRACT

Ahmad Saubari. 180101030763 *English Learning Methods Used By Barista At Naya Coffee Shop Rantau* Thesis. English Education Department, Faculty of Tarbiyah and Teacher, Antasari State of Islamic University.
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Keywords: English acquisition, baristas, language learning methods, learning challenges, workplace English, informal learning

The use of English in the workplace is increasingly crucial, especially in service sectors such as coffee shops, which serve customers from diverse cultural and linguistic backgrounds. Baristas, as the spearhead of service, are not only required to be proficient in preparing coffee but also to be able to communicate effectively, including in English. However, baristas often learn English spontaneously and informally, rather than through formal education. This phenomenon is interesting to further study to understand how they learn the language in a real-world work context.

This study aims to uncover the methods baristas use at Naya Coffee Shop to learn English and the difficulties they encounter during this process. A descriptive qualitative approach was used in this study, with data collection techniques including observation, in-depth interviews, and documentation. Data analysis draws on language learning theories such as the Audiolingual Method, Communicative Language Teaching (CLT), Content and Language Integrated Learning (CLIL), Immersion, and the concept of English for Specific Purposes (ESP) relevant to the barista profession.

The results indicate that baristas tend to rely on hands-on learning methods, such as CLT and Immersion, as they align with communication needs in the workplace. Formal methods such as Grammar-Translation and Blended Learning were not used due to their lack of relevance in their work context. The main obstacles baristas face in learning English include limited vocabulary, low self-confidence, and the pressure of serving foreign customers. These findings emphasize the importance of a work-based, hands-on, and practical language learning approach to support English language development in professional settings.

ABSTRAK

Ahmad Saubari. 180101030763. *English Learning Methods Used By Barista At Naya Coffee Shop Rantau*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing : Fajrianor, M.Pd

Kata kunci: penguasaan bahasa Inggris, barista, metode pembelajaran bahasa, tantangan belajar, bahasa Inggris di tempat kerja, pembelajaran informal

Penggunaan Bahasa Inggris dalam lingkungan kerja semakin krusial, terutama dalam sektor pelayanan seperti kedai kopi yang melayani pelanggan dari berbagai latar belakang budaya dan bahasa. Barista sebagai ujung tombak pelayanan tidak hanya dituntut mahir meracik kopi, tetapi juga harus mampu berkomunikasi secara efektif, termasuk dalam Bahasa Inggris. Namun, proses belajar Bahasa Inggris oleh barista sering terjadi secara spontan dan informal, bukan melalui pendidikan formal. Fenomena ini menarik untuk dikaji lebih lanjut guna memahami bagaimana mereka belajar bahasa dalam konteks kerja riil.

Penelitian ini bertujuan untuk mengungkap metode yang digunakan barista di Naya Coffee Shop dalam belajar Bahasa Inggris serta kesulitan yang mereka hadapi selama proses tersebut. Pendekatan kualitatif deskriptif digunakan dalam penelitian ini, dengan teknik pengumpulan data berupa observasi, wawancara mendalam, dan dokumentasi. Analisis data mengacu pada teori pembelajaran bahasa seperti Audiolingual Method, Communicative Language Teaching (CLT), Content and Language Integrated Learning (CLIL), Immersion, serta konsep English for Specific Purposes (ESP) yang relevan untuk konteks profesi barista.

Hasil penelitian menunjukkan bahwa barista cenderung mengandalkan metode pembelajaran yang bersifat praktik langsung, seperti CLT dan Immersion, karena sesuai dengan kebutuhan komunikasi di tempat kerja. Metode formal seperti Grammar-Translation dan Blended Learning tidak digunakan karena kurang relevan dalam konteks kerja mereka. Adapun kendala utama yang dihadapi barista dalam belajar Bahasa Inggris antara lain keterbatasan kosakata, rasa percaya diri yang rendah, dan tekanan saat melayani pelanggan asing. Temuan ini mempertegas pentingnya

pendekatan pembelajaran bahasa yang berbasis konteks kerja dan praktik langsung untuk mendukung pengembangan kemampuan bahasa Inggris di lingkungan profesional.

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