

CHAPTER V

CLOSURE

A. Conclusion

This study has explored how baristas at Naya Coffee Shop learn and utilize English in their professional environment, as well as the challenges they face in the process. Based on observations, interviews, and theoretical frameworks on English language learning and ESP (English for Specific Purposes), the findings reveal that the most utilized methods among the baristas are the Audiolingual Method, Communicative Language Teaching (CLT), Content and Language Integrated Learning (CLIL), and Immersion. These methods align closely with the dynamic, interactive, and practical demands of a coffee shop setting where real-time communication with customers—both local and foreign—is essential.

On the other hand, approaches such as Task-Based Language Teaching (TBLT), Mobile-Assisted Language Learning (MALL), Flipped Classroom, Grammar-Translation Method, Blended Learning, and Self-Directed Learning (SDL) were not adopted by the baristas due to lack of time, resources, or structural support. Baristas generally did not have formal instruction or structured lesson plans, relying instead on social interactions, observation, and listening to English conversations during their work shifts.

In terms of challenges, baristas experienced cognitive barriers such as limited vocabulary, difficulty with grammar, and lack of confidence. Their diverse learning styles, limited time due to busy work schedules, and occasional social pressure from customers or peers also contributed to their learning difficulties. Nevertheless, their intrinsic motivation, professional goals, and prior interest in English helped them to persist in learning through informal, context-driven experiences. This study contributes valuable insights into the role of workplace environments in facilitating language acquisition, particularly in the context of English for Specific Purposes (ESP).

B. Suggestion

Based on the findings and conclusions, the following recommendations are proposed to support English language acquisition among baristas at Naya Coffee Shop:

1. For English Language Learners

English learners, particularly those in non-academic environments, are encouraged to prioritize consistent, context-based practice over perfection. Rather than focusing solely on grammar accuracy, learners should immerse themselves in meaningful interactions where English serves a functional purpose whether through media, conversation, or

digital platforms. Confidence grows through use, and fluency develops when English becomes part of one's daily routine.

2. For Baristas at Naya Coffee Shop

Baristas at Naya Coffee Shop are advised to make use of the authentic opportunities present in their work environment by actively engaging in customer interactions, listening attentively to how others communicate in English, and asking for feedback when appropriate. Joining forces with peers to practice commonly used expressions or role-playing service scenarios can boost confidence and reduce the fear of making mistakes. Self-initiative and curiosity are key elements in building practical fluency.

3. For Future Researchers

Future researchers interested in workplace-based language acquisition are encouraged to explore the nuanced relationship between job demands and learning opportunities. Conducting longitudinal studies, incorporating digital learning interventions, or comparing similar hospitality contexts across different regions may provide richer insight into how vocational English learning can be better supported and sustained. Emphasis should also be placed on examining emotional and motivational factors that influence informal learning success.