

English Language Speaking Anxiety: A Study Of Baristas In Jakarta Coffee Shops

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ABSTRAK

Studi ini berfokus pada kecemasan berbicara dalam bahasa Inggris di kalangan barista di kedai kopi Jakarta, dengan menekankan alasan di balik kecemasan mereka serta cara mereka mengatasinya sebagai penyedia layanan di garis depan. Barista sering berinteraksi dengan pelanggan, termasuk penutur bahasa Inggris yang fasih, yang dapat menimbulkan kecemasan akibat ketakutan membuat kesalahan, keterbatasan dalam penguasaan bahasa, dan tekanan dari rekan kerja. Menggunakan pendekatan kualitatif, studi ini mengumpulkan data melalui kuesioner dan wawancara dengan 10 barista yang bekerja di kedai kopi dengan lalu lintas pelanggan tinggi. Temuan menunjukkan bahwa kecemasan berbicara berasal dari tiga faktor utama: sosial, linguistik, dan personal. Faktor sosial mencakup ketakutan terhadap penilaian negatif dan tekanan kerja, sementara tantangan linguistik meliputi kesulitan dalam pengucapan dan keterbatasan kosakata. Hambatan personal, seperti rendahnya kepercayaan diri dan kurangnya latihan, juga turut berkontribusi terhadap kecemasan ini.

Kata kunci: *barista, kecemasan berbicara, kefasihan bahasa, interaksi pelanggan*

ABSTRACT

This study focuses on English-speaking anxiety among baristas in Jakarta coffee shops, emphasizing the reasons for their anxiety and how they manage it as frontline service providers. Baristas frequently interact with clients, including fluent English speakers, which can lead to anxiety due to fear of making mistakes, limited language proficiency, and peer pressure. Taking a qualitative approach, this study gathers data through questionnaires and interviews with 10 baristas working in high-traffic coffee shops. The findings reveal that speaking anxiety stems from three key factors: social, linguistic, and personal. Social factors include fear of negative judgment and work pressure, while linguistic challenges involve pronunciation difficulties and a limited vocabulary. Personal barriers, such as low confidence and lack of practice, further contribute to anxiety.

Keywords: *barista, speaking anxiety, language fluency, customer interaction*

1. INTRODUCTION

Speaking is a fundamental language skill essential for daily interactions, especially in environments where clear and effective communication is critical, such as the hospitality industry. Effective verbal communication is a cornerstone of workplace performance, particularly in the hospitality sector, where interactions with customers are frequent and often require a high degree of professionalism and clarity. Soft skills,

including the ability to communicate effectively, play a pivotal role in shaping customer impressions, which in turn can lead to positive, negative, or indifferent responses that directly impact the business's success (Weber, Lee, & Crawford, 2020). For instance, a barista's ability to engage with customers in a friendly and articulate manner can significantly enhance the customer experience, fostering repeat business and positive word-of-mouth. Conversely, poor communication can lead to

misunderstandings, dissatisfaction, and potentially negative reviews, which can harm the establishment's reputation.

In Jakarta coffee shops, baristas often find themselves at the intersection of diverse cultures and languages, engaging with both local patrons and international tourists (Maspul, 2023). The linguistic diversity of their customers necessitates that baristas are able to communicate clearly, concisely, and with cultural sensitivity. Effective communication in this context is not merely about language proficiency but also about the ability to navigate and bridge cultural differences, ensuring that all customers feel understood and valued. This includes being able to provide accurate information quickly, clarify orders, resolve any issues that arise, and create a welcoming environment through verbal interactions. Moreover, the ability to communicate effectively in English is not only crucial for customer satisfaction but also for the professional development of the baristas themselves. Strong speaking skills can open up opportunities for career advancement within the hospitality industry, enabling baristas to take on more responsible roles, such as supervisory or managerial positions, where communication is key. Therefore, developing these skills should be a priority for both individuals and businesses in the hospitality sector. In conclusion, targeted training programs that focus on enhancing English-speaking abilities, reducing speaking anxiety, and improving cultural communication skills should be implemented to ensure that baristas can perform their roles effectively and contribute positively to the business's success. Continuous practice, coupled with constructive feedback, will further help baristas build the confidence and competence needed to excel in their interactions with a diverse range of customers.

In today's globalized world, proficiency in a widely spoken language is crucial in international and multicultural settings. English, often used as a lingua franca, enables effective communication among people from diverse linguistic backgrounds. As (Annisa et al., 2023) focus, English has become a global

language, playing a pivotal role in facilitating smooth interactions and transactions, particularly in cosmopolitan environments like Jakarta's coffee shops. In these settings, the use of English transcends basic communication; it enhances customer service, streamlines operations, and significantly contributes to the success of businesses catering to an international customers. For baristas, fluency in English is not merely an asset but a necessity for meeting the communication needs of both local and foreign customers. This fluency ensures that customers have positive experiences, which is important in the hospitality industry, where effective communication is fundamental to building and maintaining customer trust (Putra & Pinariya, 2022). Baristas engage in various forms of communication, including welcoming customers, taking orders, and addressing requests and concerns. To perform these tasks successfully, baristas must demonstrate active listening, empathy, and clarity in their communication. These skills are essential for creating a welcoming atmosphere and ensuring that customer interactions are both efficient and pleasant. Moreover, in a competitive market like Jakarta, where coffee shops serve a diverse range of customers, the ability to communicate clearly in English can set a business apart from its competitors. In conclusion, English fluency is a significant advantage for baristas, as it immediately impacts customer satisfaction, the reputation of the business, and the ability to attract and retain a diverse customers. Therefore, investing in language training for baristas is not only beneficial for their personal development but also essential for the sustained success and growth of the business in a globalized market.

Non-English-speaking baristas often have difficulties with pronunciation, intonation, and fluency, which can make it difficult to communicate effectively in a fast-paced environment like a coffee shop. While native English speakers can easily understand each other, non-English speakers often have difficulty picking up on the nuances of the language, leading to misunderstandings and breakdowns in

communication. The correlation between these difficulties and anxiety among non-English speakers is important, as it suggests that language barriers can contribute to increased stress and communication difficulties in the workplace (Nghii, Khuong, Chi, & City, 2014).

Foreign language anxiety, which encompasses feelings of discomfort, tension, stress, and frustration, often stems from fears of making mistakes, being harshly judged, or not being understood (Li et al., 2020). This anxiety can severely impact a barista's performance, particularly in social or professional interactions where clear and confident communication is essential. According to Lall et al. (2020), speakers who are anxious often focus more on how the audience perceives them and the content they are delivering, rather than on the actual communication process. In a coffee shop setting, no matter how excellent the coffee or inviting the atmosphere, if baristas lack strong communication skills and a positive demeanor, the customer experience can suffer significantly. Baristas serve as the frontline representatives of a coffee shop (Ahmadi & Destiwati, 2019) and their ability to communicate effectively is crucial to customer satisfaction. These challenges are particularly pronounced for non-native speakers who may feel a lack of confidence or awkwardness when interacting with English-speaking customers. As a result, these issues present major obstacles to achieving effective communication and can negatively influence the overall customer experience. In conclusion, addressing language anxiety and enhancing communication skills through targeted training and practice is essential for non-native English-speaking baristas. Such efforts not only improve their confidence and performance but also contribute to creating a more welcoming and satisfying experience for all customers, thereby enhancing the overall success of the coffee shop.

Anxiety can be exacerbated by differences in communication styles, such as varying degrees of formality or directness, which can lead to

misunderstandings and discomfort during interactions. Over the past three decades, language anxiety has become a significant focus in the study and teaching of foreign languages, highlighting its impact on effective communication (Tyana et al., 2022). This issue is particularly relevant for baristas who must navigate diverse levels of English fluency in coffee shops. Baristas who are not confident in their ability to converse with foreign customers may experience heightened anxiety, making it difficult for them to communicate effectively. Research in international business has identified several factors that contribute to failures in multilingual collaboration, including perceived lack of trust, negative subgroup dynamics, status imbalances between native and non-native speakers, and language performance anxiety among non-native speakers (Nurmi & Koroma, 2020). These factors are also applicable in the context of coffee shops, where baristas face similar challenges. The effects of speaking anxiety can vary depending on the employment situation, but in a service-oriented role like that of a barista, the impact can be particularly detrimental. Baristas who struggle with language anxiety may find it challenging to engage with customers, leading to a less favorable customer experience and potentially impacting the business's reputation. In conclusion, addressing the root factors of language anxiety and providing baristas with the tools and training needed to overcome these challenges is crucial. By doing so, coffee shops can ensure better communication, enhance customer satisfaction, and create a more inclusive and welcoming environment for both employees and patrons.

Baristas require communication skills, particularly during face-to-face interactions where the quality of communication can directly influence customer satisfaction. Research by Iksan & Sanjaya (2023) at McDonald's highlights that successful communication occurs when the sender conveys their thoughts with controlled emotion, as unmanaged emotions can lead to communication breakdowns. The primary goal of communication is to deliver a

message that effectively influences behavior, and this is achieved through well-chosen channels that ensure the recipient fully understands the message. For baristas, the ability to communicate clearly and empathetically is crucial for maintaining a welcoming atmosphere and ensuring that customers leave satisfied. However, baristas who experience English-speaking anxiety face significant challenges in this regard. Despite their anxiety, they must engage effectively with native English-speaking customers, a task that can be daunting and may lead to misunderstandings or a lack of connection with customers. This communication barrier can prevent baristas from delivering the high level of service that customers expect. Additionally, some baristas feel their English language skills are inadequate, which exacerbates their anxiety. Native English speakers might worry about comprehending accented speech, while non-native speakers fear being judged for their accents (Kim et al., 2019). In conclusion, addressing these anxieties through targeted language training and confidence-building strategies is essential. By doing so, coffee shops can empower their baristas to overcome communication barriers, ultimately leading to improved customer satisfaction and a more inclusive, understanding environment.

Conversely, English-speaking anxiety may not have a significant impact on the daily work of baristas, particularly in environments where English proficiency is not always a critical requirement. However, while not always the main qualification, proficiency in English can be highly beneficial, especially when interacting with native English-speaking customers. Although speaking anxiety is commonly studied in educational contexts and among students, there is limited research focusing on this issue in professional settings, such as among baristas working in coffee shops frequented by native speakers. Understanding the dynamics of speaking anxiety in these professional environments is crucial, as it can provide insights into how language barriers affect service quality and customer satisfaction.

Moreover, recognizing the role of English proficiency in enhancing customer interactions can help businesses better support their staff through targeted training and resources. In conclusion, while English-speaking anxiety may not always be at the forefront of daily barista responsibilities, addressing it through appropriate support can significantly enhance both employee confidence and the overall customer experience.

Several studies have addressed English-speaking anxiety in both professional and educational environments, offering useful insights that can shape future research on baristas. For example, Wahyudi (2020) found that moderate anxiety levels were common among nursing students, with many understanding that making mistakes is part of the learning process. Similarly, Felicita (2020) identified primary anxiety triggers for front office employees, such as fear of errors, low self-assessed English competence, and limited English exposure, with solutions like media practice and peer interaction. Siregar et al. (2021) also explored cadets' experiences, noting similar symptoms of nervousness and fear of judgment, with peer practice, content mastery, and positive self-talk being effective methods to reduce anxiety. These studies align with the current research on baristas, especially in identifying fear of mistakes and low confidence as central factors contributing to speaking anxiety. However, baristas face distinct challenges, particularly in customer service roles where effective communication is essential for job performance. This contrast highlights that, although the factors of anxiety may be similar across professions, the coping strategies must be adapted to meet the specific demands of baristas' interactions with customers. Therefore, tailoring these coping mechanisms will be critical in helping baristas overcome speaking anxiety in their work settings.

2. THEORITICAL REVIEW

a. Speaking

Speaking is a fundamental process that facilitates connections and interaction, with mutual understanding

being key to achieving conversational goals. As Ahmada & Munawaroh (2022) note, oral communication remains the primary method through which humans' express thoughts, ideas, and emotions. Speaking is not a simple act; it is a complex human behavior that integrates physical, psychological, neurological, semantic, and linguistic components. These elements work together to shape how messages are constructed and delivered. Daily interactions are further influenced by situational contexts, which can affect both the content and form of communication. According to Aini & Lubis (2023), effective speaking involves not only the use of verbal language but also nonverbal cues, such as gestures and facial expressions, to convey and receive messages. For communication to be effective, the speaker must have a clear understanding of their message to minimize the risk of miscommunication and ensure that listeners accurately grasp the intended information. This comprehension is crucial in avoiding misunderstandings, particularly in complex or sensitive conversations where the stakes are high. In conclusion, mastering the intricate components of speaking is essential for anyone looking to improve their communication skills, as it directly impacts the quality of interactions and the achievement of mutual understanding in any context.

b. Speaking Anxiety

Anxiety is an emotional component that can significantly impede and complicate the process of learning a foreign language. It can even manifest in individuals who are otherwise high achievers, revealing underlying issues in their oral communication skills (Abuhussein et al., 2023). For non-native English speakers in customer service roles, such as servers or baristas, experiencing nervousness while speaking can be a substantial obstacle, affecting their ability to interact effectively with customers. Anxiety disorders often lead individuals to avoid situations that might trigger or exacerbate their symptoms, which can negatively impact job performance, academic work, and personal relationships. In the context of

language learning, speaking anxiety can cause individuals to feel nervous and apprehensive about using the target language, which can hinder their ability to communicate confidently. Gardner & MacIntyre (1993) conceptualize foreign language anxiety as "the feeling of tension and apprehension specifically relevant to second language contexts," highlighting its particular relevance in environments where language proficiency is essential. In general, anxiety can manifest in various forms and be triggered by different factors, ranging from fear of making mistakes to concerns about being judged by others. In conclusion, understanding and addressing the sources of language anxiety is crucial for helping individuals overcome these barriers, enabling them to perform more effectively in both professional and personal contexts. By providing targeted support and creating a supportive environment, educators and employers can help alleviate the negative impact of anxiety on language learners and professionals alike.

The negative effects of language anxiety highlight that individuals often experience heightened stress and fear when speaking a target language, such as English. This anxiety is particularly prevalent among non-native speakers, who may face emotional and psychological challenges when using English as a second language. The broader concept of foreign language anxiety encompasses these specific instances of anxiety, addressing the various emotional and psychological barriers that individuals encounter. Social factors are crucial in shaping how participants react to English-speaking situations, often exacerbating or alleviating their anxiety levels (Daud et al., 2019). These factors include peer pressure, the perceived judgment of others, and the fear of making mistakes in public. This study identifies three main contributors to speaking anxiety: the fear of negative evaluation, the apprehension of communication breakdowns, and the lack of self-confidence in one's language abilities. These elements collectively influence how comfortable or anxious

individuals feel when required to speak English, particularly in social or professional contexts.

1) **Social Factor**

These factors are closely related to how individuals perceive and respond to the reactions of those around them when speaking English. According to Daud et al. (2019), social factors are the most significant contributors to speaking anxiety, particularly in situations where individuals feel they are being observed, judged, or corrected by others. The fear of making mistakes, coupled with the potential for others to find amusement in these errors, often leads to increased anxiety, especially when such mistakes are met with harsh or critical comments. This anxiety is further amplified when individuals feel accountable for their errors in social settings. The role of social support is crucial, as it has been shown to have a direct impact on communication skills. Research in interact communication reveals a strong correlation between social support and communication competence, indicating that as social support increases, so does communication effectiveness.

2) **Linguistic factor**

Another significant factor contributing to speaking anxiety, as reported by Daud et al. (2019), involves the linguistic challenges individuals face when speaking English. Many individuals hesitate to speak due to a lack of confidence in their English proficiency, expressing 2 concerns about grammar, vocabulary limitations, and pronunciation. In Indonesia, English language education has historically placed a strong emphasis on grammatical accuracy, which creates additional pressure on speakers who fear making grammatical mistakes. This fear can lead to judgment or feelings of intimidation for those who believe they are less competent. Additionally, participants often worry about their limited lexical resources, fearing they may be

unable to sustain conversations due to a restricted vocabulary. Concerns about pronunciation are also prevalent, as many individuals are anxious about mispronouncing words or not sounding like native speakers.

3) **Personal factor**

Speaking anxiety is a multifaceted issue influenced by a range of personal and social factors. According to interviewees' responses from Daud et al. (2019), personal issues play a significant role in contributing to speaking anxiety. These issues often stem from the interactions individuals have with friends, family, and teachers within their social circles. These relationships can greatly influence participants' decisions to learn English or pursue a career as a pre-service English teacher. Notably, some individuals reported that they had no personal interest in studying English but were pressured by their families to enroll in courses, leading to a lack of internal motivation and a general disinterest in learning and applying the language.

B. Strategies for Overcoming Speaking Anxiety

Speaking anxiety is a significant barrier to effective communication, manifesting through various cognitive, emotional, and behavioral reactions. People who are anxious before speaking may experience increased distraction, reduced capacity for processing information, heightened sensations of anxiety and discomfort, and even physical responses such as an elevated heart rate or the urge to escape the situation (MacIntyre & MacDonald, 1998). These symptoms are common, especially in public speaking scenarios, and can occur before the conversation begins, as individuals anticipate the upcoming interaction. Addressing the root factor of this fear is crucial for overcoming speaking anxiety, particularly when developing language skills. Altun (2023) suggests several strategies to help individuals manage their speaking anxiety, emphasizing the importance of

regular practice. Consistent practice helps build confidence and enables individuals to become more comfortable with their speaking abilities, gradually reducing the anxiety associated with public speaking. Therefore, focusing on these approaches can significantly improve one's communication skills and effectiveness in various speaking situations.

1) **Practice regularly**

According to Desfitranita (2017), language learners can enhance their English fluency by focusing less on strict grammar rules and more on interpreting words and phrases in context, translating new topics, and using resources like movies and the internet for self-exposure. Continuous learning and regular practice not only advance language proficiency but also build the confidence needed to reduce anxiety. In conclusion, integrating these strategies into daily routines can significantly improve both language skills and the ability to communicate confidently in various social and

2) **Emphasize fluency over accuracy**

Effective communication in a second language is an important skill, but the pressure to use the target language perfectly can lead to stress and anxiety. Altun (2023) highlights that while proper language use is important, excessive concern over grammatical rules during speaking can contribute to feelings of nervousness and self-doubt. Worrying about accent, grammar, or vocabulary often hampers fluency and increases anxiety. Instead of struggling for perfection, Fauziah (2019) suggests that learners should focus on clearly and efficiently conveying their ideas in real-world situations, even if they make mistakes. The priority should be on effective communication rather than on avoiding errors. Embracing mistakes as a natural part of the learning process can help language learners reduce their anxiety and see errors as valuable opportunities for growth. In conclusion, people who accept and learn from their mistakes are more likely to build confidence and improve their language skills,

leading to more effective and less stressful communication.

3) **Gradual exposure**

Effective language learning often requires a gradual and supportive approach, especially for individuals who experience anxiety when speaking a new language. Gradual exposure involves first understanding the language with a trusted partner, which can help motivate individuals to face potentially challenging situations. Motivation is a crucial element of the language understanding process, as it encourages learners to persist despite difficulties. Altun (2023) emphasizes the importance of beginning in low-pressure environments, such as practicing with close friends or conversation partners, before moving on to more challenging contexts. By gradually immersing learners in English-speaking activities within a supportive and encouraging environment, they can overcome their initial reluctance to speak

4) **Positive self-talk**

Shi et al. (2017) highlight that different techniques of self-talk have varying impacts on performance and anxiety. For instance, self-managing self-talk positively influences performance, while self-critical self-talk can significantly increase speech-related anxiety. A lack of confidence in one's abilities can decrease motivation and hinder achievement. In contrast, developing self-confidence allows language learners to take risks, learn from their mistakes, and engage more fully and authentically in conversations. In conclusion, fostering a positive mindset through constructive self-talk is essential for successful language acquisition, as it encourages learners to overcome anxiety and participate more confidently in communication.

5) **Seeking support**

Research on imitation strategies shows that learners can reduce linguistic anxiety by practicing English through activities like listening to English music, watching

films with subtitles, and imitating the speech patterns of native speakers (Severinus Tati et al., 2016). Such methods help learners become more comfortable with the language, gradually decreasing their anxiety about speaking it. Seeking support not only helps individuals understand and manage their anxieties but also equips them with effective strategies for improving their language skills. In conclusion, fostering a supportive learning environment and utilizing imitation techniques are key strategies for reducing speaking anxiety and enhancing language acquisition.

3. METHODOLOGY

a. Research Design

A qualitative research design is adopted to thoroughly explore the intricacies of English-speaking anxiety among baristas in Jakarta's tourist areas, as it is well-suited for examining the depth of human experiences. The study employs surveys and interviews to concurrently gather data from baristas, capturing their emotions, perspectives, and coping strategies related to speaking anxiety. According to Creswell (2013), qualitative research is particularly effective for understanding the meanings individuals attach to their experiences, making it the ideal approach for this study. Additionally, Denzin and Lincoln (2011) emphasize that qualitative research allows for the exploration of complex social phenomena within their natural settings, which aligns with the study's goal of uncovering the real-world challenges faced by baristas. The qualitative descriptive methodology, chosen for its ability to provide a rich, detailed understanding of the subject matter, enables the researcher to identify and analyze the factors contributing to speaking anxiety and the strategies baristas use to manage these situations. This approach is particularly effective in contexts where the aim is to explore phenomena in detail and to present findings in a way that is both accessible and relevant to real-life applications. The use of surveys and interviews allows for the collection of both broad and deep

insights, offering a comprehensive view of the participants' experiences. In conclusion, the qualitative methodology not only facilitates a nuanced understanding of baristas' challenges with English-speaking anxiety but also aids in identifying practical strategies that can be used to support non-native speakers in their professional roles.

b. Participant

This study focuses on 20 baristas who experience significant challenges in English communication, a sample size chosen to allow for an in-depth exploration of individual experiences while providing diverse insights into the common difficulties faced by baristas in such settings.

c. Research Instrument

For this study, the researcher will utilize a questionnaire distributed via Google Forms, followed by interviews with selected participants to gain deeper insights into baristas' speaking anxiety. The use of Google Forms is chosen for its efficiency in reaching participants, ease of data collection, and ability to analyze responses systematically. The questionnaire will consist of 20 carefully structured questions designed to assess various aspects of speaking anxiety. Additionally, 10 baristas will be randomly selected for interviews, where they will respond to about six open-ended questions, allowing for a more nuanced understanding of their experiences. To ensure the reliability and validity of the research instruments, the questionnaire and interview questions will undergo a pilot test with a small group of baristas before the full-scale study.

d. Data Collection Techniques

The success of any research project heavily depends on the ability to collect comprehensive and relevant data that aligns with the study's objectives. By employing well-structured research instruments, such as questionnaires and interviews, researchers can gather in-depth information that directly contributes to the understanding of the topic under investigation. Additionally, careful

validation of these instruments ensures that the data collected is reliable and accurately reflects the participants' experiences. In conclusion, through the thoughtful design and application of research tools, researchers are better equipped to achieve their project goals, leading to meaningful and impactful findings.

1) Questionnaire

In this study, the researcher will begin by seeking permission from baristas and clearly explaining the purpose and procedures of the research. Once authorization is granted, the data collection will proceed with the distribution of a questionnaire designed to assess speaking anxiety among baristas when communicating in English with native speakers. The questionnaire will start with personal information such as name, gender, age, and experience as a barista, followed by questions that explore the factors contributing to their speaking anxiety. The researcher has chosen to use an adapted and translated version of the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). Responses will be collected using a 2-point Likert scale, with options "Agree" and "Disagree." The concise nature of the 2-point scale ensures clarity in the data, facilitating a straightforward interpretation of results.

2) Interview

The researcher will conduct unstructured interviews with selected baristas, employing open-ended questions that encourage a conversational and responsive dialogue. This method allows the baristas to freely express their thoughts and feelings about their experiences with speaking anxiety, providing richer, more nuanced data. The interview will begin with five initial inquiries designed to explore their general experiences with speaking anxiety, followed by

additional questions tailored to their responses.

3) Data Analysis Techniques

After gathering the data, the researcher will employ a qualitative approach to systematically analyze the findings. This process involves three essential steps: First, the researcher will organize and prepare the data for analysis, which includes transcribing interviews, sorting responses, and categorizing the data based on relevant themes. Second, the researcher will identify and highlight key themes or patterns within the data, paying close attention to recurring ideas, significant phrases, and unique insights that emerge from the participants' responses. Finally, the researcher will interpret the findings by connecting them to the research questions, drawing conclusions that align with the study's goals and discussing the broader implications of these findings.

4. RESULT AND DISCUSSION

In Jakarta, coffee culture has expanded rapidly, with coffee shops becoming social hubs for both locals and foreigners. Baristas, as frontline service providers, frequently interact with international customers, requiring them to use English as a medium of communication. However, many baristas experience significant anxiety when speaking English, which affects their confidence, service quality, and job satisfaction. This study examines the causes of English-speaking anxiety among baristas in Jakarta coffee shops, focusing on personal, social, and linguistic factors, and explores various strategies employed to overcome these challenges.

1) Personal Factors Contributing to English-Speaking Anxiety

Baristas reported several personal factors that contributed to their anxiety when speaking English.

a) Lack of Confidence

Many baristas lacked confidence in their English-speaking abilities. This lack of self-assurance stemmed from self-doubt about their grammar, vocabulary, and pronunciation. Without confidence, they hesitated

to engage in conversations, fearing they would make mistakes or sound unprofessional.

b) Fear of Making Mistakes

The fear of making mistakes was a dominant source of anxiety. Many baristas worried about mispronouncing words or using incorrect grammar, which made them feel vulnerable in front of customers. This fear often led to avoidance of English interactions altogether, further reinforcing their anxiety.

c) Discomfort in Using English

Several respondents expressed that speaking English in a professional setting felt unnatural and intimidating. As a second language, English was not something they used in their daily lives, making it difficult to adapt to workplace communication requirements. This discomfort resulted in increased nervousness and reluctance to initiate conversations.

d) Lack of Practice

Limited exposure to English-speaking environments played a significant role in the anxiety experienced by baristas. Those who had fewer opportunities to practice speaking English found it challenging to respond spontaneously to customer inquiries. The lack of practice also contributed to difficulty in recalling vocabulary and constructing sentences in real-time.

e) Unclear Expression and Articulation

Some baristas struggled with articulating their thoughts fluently. They found it difficult to express their ideas clearly, leading to misunderstandings with customers. This issue was particularly evident when they needed to describe menu items, offer recommendations, or handle customer complaints in English.

2) Social Factors Contributing to Anxiety

The social environment within coffee shops also influenced baristas' anxiety levels. Several key social factors were identified:

a) Fear of Negative Evaluation

Baristas frequently worried about being judged by customers or supervisors for their English-speaking skills. This fear was more pronounced when interacting with foreign customers, as baristas believed they would be scrutinized for any linguistic errors.

b) Social Pressure and Expectations

Baristas felt a strong sense of responsibility to provide excellent service, including seamless communication in English. The expectation to maintain professionalism while using a non-native language added to their stress, making them more self-conscious.

c) Social Embarrassment

Some baristas avoided speaking English because they feared embarrassing themselves in front of colleagues and customers. The possibility of making mistakes in a public setting created significant discomfort, leading some to delegate English-speaking responsibilities to coworkers with stronger language skills.

d) Reactions from Customers

Negative responses from customers, such as impatience or corrections, heightened baristas' anxiety. When customers reacted unfavorably to their English, it reinforced their fear of speaking, making them hesitant to engage in further conversations.

e) Interaction Nervousness

Baristas often felt anxious when responding to complex customer requests, especially those that required detailed explanations. Casual conversations beyond standard service interactions, such as small

talk, were particularly challenging for those with limited English proficiency.

3) Linguistic Factors Contributing to Anxiety

Baristas also faced difficulties related to specific linguistic aspects of English communication:

a) Limited Vocabulary

A common challenge was a restricted vocabulary, which made it difficult for baristas to express themselves clearly. They often struggled to find the right words, leading to hesitation and awkward pauses in conversations.

b) Pronunciation Difficulties

Improper pronunciation was another major concern. Mispronouncing words sometimes resulted in misunderstandings, forcing baristas to repeat themselves or clarify their statements, which further increased their anxiety.

c) Comprehension Issues

Understanding customers' speech, particularly when they spoke quickly or used unfamiliar phrases, was a significant source of stress. Baristas often found it difficult to keep up with fast-paced conversations, leading to communication breakdowns.

d) Sentence Structure and Grammar

Many baristas were insecure about their grammatical accuracy when forming sentences. This insecurity made them second-guess their responses, causing delays in communication and reducing their overall confidence.

1. Strategies to Overcome English-Speaking Anxiety

Despite these challenges, baristas employed various strategies to manage their anxiety and improve their English-speaking skills.

a. Internal Strategies

1) Regular Practice

Baristas who engaged in daily practice, such as reading English materials or speaking with coworkers in English, found that their confidence improved over time.

2) Positive Self-Talk

Encouraging themselves and accepting mistakes as part of the learning process helped baristas reduce anxiety. Those who maintained a positive mindset were more likely to overcome their fear of speaking English.

b. External Strategies

1) Gradual Exposure

Starting with simple interactions and progressively engaging in more complex conversations allowed baristas to build confidence gradually. By taking small steps, they became more comfortable using English in their daily interactions.

2) Support from Colleagues and Supervisors

Seeking help from more experienced coworkers or supportive supervisors eased the anxiety of many baristas. Receiving constructive feedback in a non-judgmental environment made it easier for them to improve their skills.

c. Linguistic Strategies

1) Prioritizing Fluency Over Accuracy

Baristas who focused on effective communication rather than grammatical perfection felt less pressured. This approach helped them engage in conversations more naturally without the fear of making minor errors.

2) Expanding Vocabulary and Listening Skills

Some baristas made efforts to improve their vocabulary by learning common phrases and industry-specific

terms. Others practiced listening to English-language media to familiarize themselves with different accents and speech patterns.

English-speaking anxiety is a significant challenge for baristas in Jakarta coffee shops, stemming from personal, social, and linguistic factors. However, through internal motivation, external support, and targeted linguistic strategies, baristas can overcome their fears and enhance their English communication skills. Employers and language training programs can also play a crucial role by offering workshops and creating a more supportive environment for language learning. By addressing these challenges, baristas can gain confidence, improve service quality, and enhance their overall work experience in the hospitality industry.

5. CONCLUSION

This study highlights that English-speaking anxiety among Jakarta's baristas is significantly influenced by personal, social, and linguistic factors. The results indicate that fear of negative evaluation, pronunciation challenges, and limited confidence are the primary barriers to effective communication. However, baristas who engaged in regular practice, sought peer support, and prioritized fluency over accuracy showed noticeable improvements in their confidence and communication skills. The findings suggest that coffee shop management can play a crucial role in addressing this issue by fostering a supportive work environment, providing structured language training, and encouraging gradual exposure to English conversations. By implementing these measures, both employee performance and customer satisfaction can be enhanced, ultimately improving the overall service quality in the hospitality industry.

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