



## Coffee Shop as a Space for Learning English Speaking Skills for Underprivileged Students

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Published online: 10 Juli 2022

### ABSTRACT

Take a look at from the current situation, drinking a cup of coffee in a coffee shop becomes a living style trend in society. Not only teenagers experience enjoyable and comfort there, but also adult people feel the same too. This phenomenon are happening right now. Seeing this situation, it would be better if the activity of drinking coffee that was liked by the general public could be a way to overcome boredom in learning English, especially in speaking skills. However, not all students can get these facilities due to economic factors. They are called "Underprivileged Students". So, with this activity, it is hoped that it can help disadvantaged students so that they can get additional English education. The ranking shows that the English ability of the people in Indonesia is in the very low category. Without exception, teenagers or students in Surabaya. Especially those who experience this problem are underprivileged students, because they only get education through formal schools which are only carried out in class or online so they are less effective. As stated in the sub-chapter description of partner problems, there are solutions to overcome problems with partners. One of the creative ideas that can be done is to learn English at the Coffee Shop. This activity will take place through 4 stages, the first is pre-activity, the second is the general stage which includes the inauguration of the activity, the third is the core of the activity, and the fourth is the evaluation of the activity.

Keywords: Coffee shop, Underprivileged, Students, English

**Abstrak.** Melihat dari situasi saat ini, minum secangkir kopi di kedai kopi menjadi trend gaya hidup di masyarakat. Tidak hanya remaja yang merasakan kesenangan dan kenyamanan di sana, orang dewasa juga merasakan hal yang sama. Fenomena ini sedang terjadi saat ini. Melihat keadaan tersebut, ada baiknya jika kegiatan minum kopi yang disukai oleh masyarakat umum dapat menjadi salah satu cara untuk mengatasi kebosanan dalam belajar bahasa Inggris khususnya dalam keterampilan berbicara. Namun, tidak semua mahasiswa bisa mendapatkan fasilitas tersebut karena faktor ekonomi. Mereka disebut "Siswa Kurang Mampu". Sehingga dengan adanya kegiatan ini diharapkan dapat membantu siswa yang kurang mampu agar bisa mendapatkan tambahan pendidikan bahasa Inggris. Peningkatan tersebut menunjukkan bahwa kemampuan bahasa Inggris masyarakat Indonesia berada pada kategori sangat rendah. Tak terkecuali para remaja atau pelajar di Surabaya. Terutama yang mengalami masalah ini adalah siswa yang kurang mampu, karena hanya mendapatkan pendidikan melalui sekolah formal yang hanya dilaksanakan di kelas atau online sehingga kurang efektif. Seperti yang tertuang dalam uraian sub bab masalah mitra, terdapat solusi untuk mengatasi masalah dengan mitra. Salah satu ide kreatif yang bisa dilakukan adalah belajar bahasa Inggris di Coffee Shop. Kegiatan ini akan berlangsung melalui 4 tahap, pertama pra kegiatan, kedua tahap umum yang meliputi pembukaan kegiatan, ketiga inti kegiatan, dan keempat evaluasi kegiatan.

Kata Kunci: Warung Kopi, Kurang Mampu, Pelajar, Bahasa Inggris

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## INTRODUCTION

Take a look at from the current situation, drinking a cup of coffee in a coffee shop becomes a living style trend in society. Not only teenagers experience enjoyable and comfort there, but also adult people feel the same too. This phenomenon are happening right now. Seeing this situation, it would be better if the activity of drinking coffee that was liked by the general public could be a way to overcome boredom in learning English, especially in speaking skills. Most students today are reluctant to learn English because they are not sure about their self-confidence which can lead to stress, resulting in a lack of motivation to practice frequently. When talking about speaking skill, there will be many reasons that affect learner's speaking performance. Brown (2015) said that several factors that affect students' speaking performance, such as anxiety, nervousness, and insecurity. Most learners feel afraid of giving an idea about particular topic and few of them are not. It because some factors such as they are seldom on practicing their speaking English, do not know the vocabularies, and also they are not confident in giving the idea. Although, they do an online learning like the pandemic of Covid-19 happened right now, means that they will not have face to face directly with the lecture and friends, it does not guarantee that they will not be nervous in exploring the idea on their speaking class. Therefore, as an educators, tentor should have many creative ideas to teach their learners during this situation.

In 2021 the English Proficiency Index (EPI) released a ranking of English proficiency from various countries in Asia and Indonesia was ranked 80th out of 112 countries. The ranking shows that the English ability of the people in Indonesia is in the very low category. Without exception, teenagers or students in Surabaya. As the results of research conducted by Kusnadi et.al (2021) it was found that the English ability of adolescents in Surabaya is low. In fact, English proficiency is one of the important skills in this global era. This problem is often found in Indonesia, especially those who experience this problem are underprivileged students, because they only get education through formal schools which are only carried out in class or online so they are less effective. From the explanation above can be concluded that the English of underprivileged students in Surabaya is low, due to the lack of family economics for these students and the pandemic condition, not all schools have opened face-to-face, so they do not get enough knowledge about English.

However, not all students can get these facilities due to economic factors. They are called "Underprivileged Students". They are a group of students from underprivileged families, because in developing countries in Indonesia, you can still find many underprivileged families. As stated by Bahauddin et.al (2021), poverty is a problem that many people in developing countries have experienced. Indonesia, like many other emerging countries, is grappling with poverty. According to BPS data, Indonesia's poverty rate was 9.22 percent in September 2019, and the country's impoverished population was 24.79 million people. So, it is not surprising that in Indonesia there are still many underprivileged students due to their family's economic problems, which can ultimately hinder the educational process. So, with this activity, it is hoped that it can help disadvantaged students so that they can get additional English education. Given that English is a global language, it is very important for them to learn English in order to raise the status of their family in the future. In addition, English is also considered less effective if you only get knowledge in class, so it is recommended that additional education for English is recommended. The partner listed here is the Warkop Generate Zone as an intermediary between the proposal team and underprivileged students in Surabaya. Partners are also providers of places for community service activities to be carried out.

As stated in the sub-chapter description of partner problems, there are solutions to overcome problems with partners. One of the creative ideas that can be done is to learn English at the Coffee Shop. One of creative method that can be used by instructor is using communicative games on their teaching and learning process. Communicative games are games that makes the students are having communicatively speaking. It is fun design activities which can stimulate learners' interaction in the class. Communicative games offer some opportunities for learners in practicing their speaking skill. Teaching speaking is not like the other skill. It needs habit formation because it is a real

communication and speaking is a productive skill that needs practicing as often as possible. Communicative games required the students to speak up, because they have their own task to explore opinion by the lecture's instruction. Thus, it can minimize their boredom in joining the class. As we know, many learners do not pay attention on their lecture's explanation when they are having a class.

According to Hadfield (1985) game is an activity that contains rules, goals, and pleasant elements. Moreover, Martin (1995) in Brewster's Book (2004) defines game as any fun activities that provides a chance for learners to practice foreign language in a relaxed and happy condition. It can be said that game can be used as a media for teaching because it can attract the students' willing to practice their speaking. One thing that should be noticed by the teacher is about the time. They may not only give the game, but also remember the limitation of time they have for doing a game. Furthermore, giving the best is a lecture task, and communicative game is one of other solutions that can be conducted by lecture to teach their learners. Speaking is one of basic four skills in learning foreign language that must be mastered by learners. Because English is used as daily communication in many countries especially in doing presentations, making business, and economic. Thus, speaking is the key important skill than that of others because it's a productive skill that can be observed through the oral production test.

Furthermore, it is crucial to note that communicative games have contributed a positive impact on teaching learning process. This also implies that communicative games expected to enhance students' enthusiasm and motivation. Clearly, it gives positive improvement on students' active participation, confidence and their fluency in speaking skill. In short it can be described that the strategy of teaching and learning creates good, enjoyable circumstances and reduces the boredom and stress of learning process. Therefore, it must be very challenging for lecture to design the material by inserting the communicative games related to topic. As we know that selecting and giving the best material for students is not easy as well. Lecture should suit it with the background knowledge, the curriculum exist, and the situation or the environment. In order to achieve the learning goals and outcomes, lecture should give the proper material to the learners. Moreover, transferring the knowledge means that lecture understand what the learners' need and what they must do. Hence, communicative games will be very useful for both lecture and learners since it is applied appropriately in the classroom. Although teaching and learning process is hold through online, it does not make lecture lose their mind to have creative idea in transferring the knowledge by using communicative games.

The purpose of this community service is to help underprivileged students to improve their English skills outside the classroom to be more effective which can later help them in the future. The output that will be produced is a progress report, besides that this activity will also be used as an article to be uploaded in reputable national journals and online mass media, besides that there will also be a video documentation that will be uploaded on the YouTube channel of the head of the proposer.

## **METHOD**

The following is an explanation of the methods or steps for implementing community service activities based on partner problems, which are shown in the image below:

### **a. Pre-Activity Stage**

This stage is carried out before the English language teaching program is implemented. These activities include:

- 1) Brainstorming with the coffee shop owner to convey one of the contributions that can be made to holding game-based English teaching in the shop. In this activity, the proposer will explain the purpose and objectives of the activity so that the owner is able to provide official policies to visitors to be able to participate in these activities.

- 2) Dissemination of activities to visitors to gain support. Before the activity is held, the proposer needs to provide direct socialization to visitors.
- 3) Formation of the teaching team. The proposer will also coordinate with the teaching team to determine the schedule for the implementation of English teaching

b. General Stadium

- 1) Inauguration of English language teaching at the Coffee Shop. This activity is carried out after the gathering of the end.
- 2) General explanation regarding the technical implementation of teaching English.

c. Teaching and learning activities

The implementation of the program is carried out 2 times a month. During the implementation the lecturer apply some communicative games to improve the students' speaking skills.

d. Evaluation of Teaching and Learning Activities

To find out the improvement of the students, after the last meeting the students must make a video vlog containing conversations in English, and the vlog will be assessed using indicators such as the following:

**Table 1.** Speaking Skill Indicator

Students	Aspects			
	Pronunciation	Vocabulary	Fluency	Comprehension

Each aspect will be given a score of 1-5, where the description of each score is explained as follows:

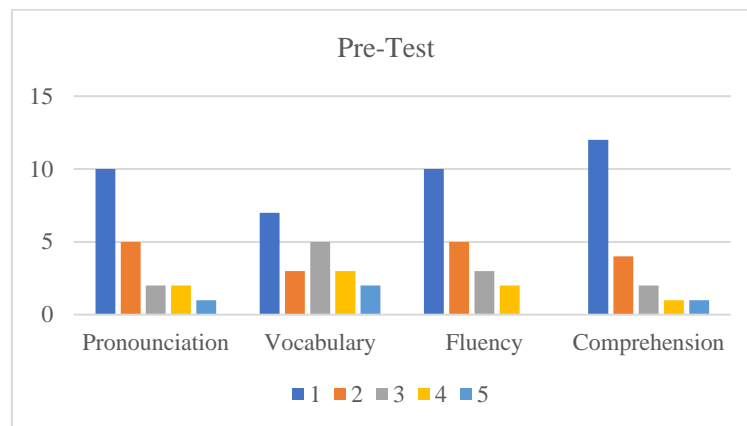
**Table 2.** Score for Indicator

Score	Explanation
5	Excellent
4	Good
3	Good Enough
2	Bad
1	Very bad

## RESULTS AND DISCUSSION

Considering that enjoying a cup of coffee at a coffee shop is a new culture for Indonesian people, besides that the coffee shop is also a suitable place to chat, the presence of a Coffee shop which is deliberately conceptualized for activities to hone and develop skills, especially English speaking skills is one of the a new breakthrough in the world of education. The implementation of this community service program in Warkop Generate Zone can help underprivileged students to get new experiences and knowledge. The concept that used in generate zone make konsumen especially underprivileged students have an opportunity to learn english especially in speaking English. How the way to improve speaking skills are from some communicative games that are held every two weeks. To know the progress of the students who join this scholar by conducting an evaluation through a vlog that is made after each meeting.

To find out how far the students' speaking skills, the student must collect video vlogs to analyze students' speaking skills before joining this program, The following diagram is the result of the Pre-Test:

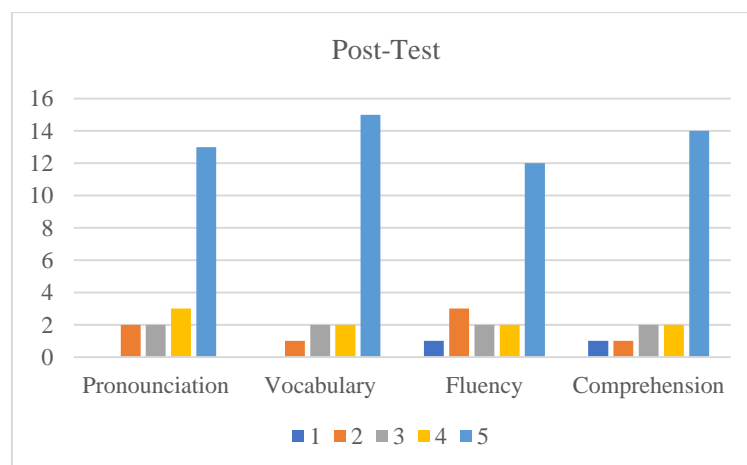


**Figure 1.** Pre-Test Results

From the data presented above, it can be seen that students have a weakness in English speaking skills. This is evidenced by the students' speaking scores which have been adjusted to the assessment indicators. The weakness of students in speaking English is due to a lack of confidence in speaking English caused by a lack of vocabulary owned by students.

The solution to overcome the problems faced by students is to apply communicative games that can increase students' vocabulary. Meanwhile, to increase students' self-confidence to speak English by making the habit of speaking using English every time they meet. This has proven to be effective in increasing students' vocabulary and increasing students' confidence in speaking English. This is evidenced by comparing student vlogs made in the last 3 meetings.

The results of the assessment of improving speaking skills can be seen in the vlogs made by students in the last meeting. The following are the results of the students' speaking skills assessment:



**Figure 2.** Post-Test Results

From the presentation of the pre-test and post-test assessments above, it can be concluded that there is an increase in the speaking skills of students after participating in the activities carried out in the coffee shop. This is because learning in a coffee shop is fun and relaxed, some of these factors make students absorb knowledge more optimally because the atmosphere is not too formal.

## CONCLUSION

As statement from Bahauddin et.al (2021), Indonesia has many underprivileged families, the presence of a coffee shop that can be used as a place for non-formal learning to hone students' English speaking skills, can help underprivileged students have similar opportunities with others. The presence of a coffee shop with this new concept is very well supported and well received by the community, considering that coffee shops are a new trend for Indonesian people, especially youth of generation Z, so that students can participate in this activity with pleasure and it doesn't feel boring. This is because apart from a comfortable learning place, the method used is fun, namely through communicative games and for the evaluation of the tasks given for millennials, namely the cancellation of vlogs.

## Acknowledgments

The author would like to thank Universitas Nahdlatul Ulama Surabaya for providing support in the implementation of the community service program and the completion of this article. The author is also grateful for the willingness of the owner of the Coffee Shop.

## Conflict of Interests

The authors declared that no potential conflicts of interests with respect to the authorship and publication of this article.

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