

English for Specific Purposes Through Coffee Storytelling: Assessing Communication Competencies of Value Chain Actors in Jayapura, Papua

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Abstrak

Program *English Coffee Storytelling* merupakan salah satu inisiatif *community development* yang dikembangkan oleh SAGU Foundation untuk meningkatkan kapasitas bahasa Inggris komunitas kopi di Papua. Program ini dirancang sebagai pelatihan bahasa Inggris berbasis konteks kerja yang mengintegrasikan kedai lokal atau Highland Roastery sebagai ruang praktik autentik sehingga peserta dapat mengembangkan keterampilan komunikasi yang relevan dengan aktivitas mereka dalam rantai nilai kopi. Penelitian menggunakan pendekatan deskriptif kuantitatif dengan memanfaatkan data hasil penilaian praktik dari delapan peserta ($n = 8$) yang terdiri atas barista, petani kopi, dan konsumen kopi. Penilaian dilakukan menggunakan rubrik yang mencakup aspek penyampaian cerita, penggunaan kosakata, pengucapan, kelancaran berbicara, dan kemampuan menjelaskan produk kopi dalam bahasa Inggris. Hasil penelitian menunjukkan skor rata-rata bercerita sebesar 77,6 (kategori baik), dengan barista memperoleh skor tertinggi (84,0), diikuti oleh pecinta kopi (76,3) dan petani kopi (72,0). Survei kepuasan mengungkapkan bahwa 85,7% responden menilai materi sangat relevan, sementara umpan balik kualitatif menekankan peningkatan kepercayaan diri, motivasi, dan kebanggaan dalam merepresentasikan kopi Papua dalam bahasa Inggris. Meskipun terbatas oleh jumlah sampel yang kecil dan distribusi peserta yang tidak merata serta durasi training yang singkat, penelitian ini menunjukkan bahwa pembelajaran berbasis pengalaman dan konteks melalui storytelling efektif dalam membangun kompetensi bahasa Inggris vokasional sekaligus meningkatkan keterlibatan peserta. Temuan ini menegaskan potensi pendekatan English for Specific Purposes (ESP) berbasis storytelling sebagai model adaptif untuk pelatihan bahasa vokasional di sektor kopi maupun pertanian.

Kata kunci: Bahasa Inggris Untuk Tujuan Tertentu, Penceritaan, Komunitas Kopi, Pendidikan Vokasi, Pengembangan Kapasitas

Abstract

The *English Coffee Storytelling Program* is a community development initiative developed by the SAGU Foundation to enhance the English-language capacity of coffee communities in Papua. The program was designed using real workplace situations, with Highland Roastery serving as a practical learning space where participants could directly apply their English skills. The study used a descriptive quantitative approach based on performance assessment data collected from eight participants ($n = 8$), including baristas, a coffee farmer, and coffee enthusiasts. Participants' storytelling performances were assessed using a rubric that focused on vocabulary use, pronunciation, fluency, and their ability to explain coffee products in English. A post-program survey was also conducted to explore participants' views on the relevance of the materials, their favorite workshop activities, the lessons they gained, and suggestions for future improvement. The results showed an average storytelling score of 77.6, categorized as good. Baristas achieved the highest average score (84.0), followed by coffee enthusiasts (76.3) and the coffee farmer (72.0). Survey responses showed that 85.7% of participants considered the materials highly relevant to their needs. Participants also shared that the program helped increase their confidence, motivation, and sense of pride in introducing Papuan coffee in English. Although the study involved a small number of participants and was conducted within a limited training period, the findings suggest that contextual and experience-based storytelling can effectively support vocational English learning while keeping participants actively engaged. Overall, these findings show that storytelling-based English for Specific Purposes (ESP) has strong potential as an adaptive approach for vocational language training in the coffee and agricultural sectors.

Keywords: English for Specific Purposes, Storytelling, Coffee Community, Vocational Education, Capacity Building

INTRODUCTION

Papua coffee, particularly the Arabica varieties from Wamena and Baliem, has long been recognized as a specialty coffee with distinctive flavors cultivated in the highlands of Jayawijaya (Wandik et al., 2020). The cool, fertile agroecological conditions of Papua give this coffee a unique flavor profile, earning it international recognition within coffee communities. Coffee plantations also contribute significantly to the local economy, especially for smallholder farmers who rely on this commodity for their livelihoods. Runggeari et al., 2025 noted that coffee contributes significantly to the local economy. With a Farmer's Share of 43%, Papua coffee shows a relatively strong level of market efficiency and has promising potential to compete in both national and international markets. Beyond being recognized as a premium product, Papua coffee also represents an important part of local cultural identity. This idea is further supported by Marit, 2019 describes Papua coffee as a creative brand that is deeply connected to local culture and community identity.

Despite ongoing efforts to enhance product quality, participants in Papua's coffee value chain remain constrained by substantial difficulties in communication and marketing. Limited English proficiency remains one of the major challenges affecting access to global markets (Hilmi R.A.R. et al, 2024), creating a gap between the quality of coffee produced and the ability of farmers, baristas, and entrepreneurs to effectively promote and sell it. Their bargaining position within the value chain tends to be weak, with the largest profits often captured by intermediaries or exporters (Meriko et al., 2025). Although collaboration among farmers, cooperatives, and local roasteries has improved coffee quality, transparency, and market access, participation in global value chains increasingly requires communication skills that extend beyond general English proficiency. Such needs reflect the core principles of English for Specific Purposes (ESP), which focuses on building language skills through authentic workplace communication and industry-related demands (Bico, 2026).

By focusing on practical skills directly related to the coffee industry, ESP not only improves linguistic competence but also strengthens their capacity to compete in global markets. While this study does not directly measure economic outcomes such as bargaining power or market access, it addresses one of the foundational barriers identified in the literature: limited English communication competence among value-chain actors. The stories behind coffee, its origins, community traditions, and the values reflected in them can serve as powerful elements of narrative-based marketing (Marit, 2019). Storytelling as

a promotional approach has been shown to increase audience engagement, strengthen brand identity, and expand product visibility in the digital era (Solihin, 2025). The finding consistent with recent digital marketing research showing that storytelling elements significantly enhance perceived brand image, consumer trust, and engagement in online purchasing contexts (Kaur et al., 2024)

The English Coffee Storytelling program in Jayapura offers a contextual solution to this challenge. The program provides ESP-based communication training at Highland Roastery, an authentic learning environment where participants can practice in a real coffee setting. Through this training, coffee value-chain actors develop the skills to share the stories of Papua's coffee in English, including its origins, traditions, and unique characteristics. This approach is expected to gradually strengthen farmers' and baristas' bargaining power and improve access to international markets. The present study examines the program's immediate impact on participants' English communication skills, assessed through storytelling performance and participant satisfaction, as a first step toward these long-term goals.

METHOD

This study used a quantitative descriptive design to assess participants' English communication skills after the English Coffee Storytelling program. Eight participants were selected from the SAGU Foundation's community development initiative in Jayapura, Papua. The group included five baristas, two coffee lovers, and one coffee farmer. Participants were assigned codes based on their roles (B = Barista, CL = Coffee Lover, CF = Coffee Farmer) followed by sequential numbers.

The training lasted two days and was organized around workplace situations. Day one at the SAGU Foundation emphasized vocabulary linked to cultivation, post-harvest processing, flavor notes, simple phrase in storytelling and brewing methods such as V60. New terms were introduced by connecting them to participants' prior professional knowledge, following a scaffolding approach. The second day focused on practical application at Highland Roastery. Participants took part in storytelling exercises, explaining the characteristics, origin, and packaging of local coffee products in English. Participants' storytelling performance was assessed using speaking criteria adapted from Brown (2007) as discussed by (Rahmawati, 2014). The assessment focused on vocabulary, pronunciation, and fluency, along with one additional aspect specific to this program: the ability to explain

coffee products in English. The scores were converted into a 0–100 scale and grouped into five categories: Excellent (90–100), Good (75–89), Fair (65–74), Poor (55–64), and Very Poor (below 55).

Additionally, a post-program satisfaction survey was distributed via Google Forms to all participants, resulting in seven responses. The survey assessed participants' program experience, material relevance (using a three-point scale), preferred workshop components, key takeaways, and suggestions for improvement through closed- and open-ended questions. Data were analyzed descriptively (means, ranges, and group comparisons) for the overall sample and by participant role. Due to the small sample size, only descriptive statistics were used, and the findings are presented as descriptive insights.

RESULT AND DISCUSSION

Participant Diversity and Inclusivity Across the Coffee Value Chain

The *English Coffee Storytelling* program was implemented under the SAGU Foundation as part of its community development initiatives and engaged participants from various segments of the coffee value chain, including coffee farmers, baristas, and coffee enthusiasts. This diverse composition created a contextual and collaborative learning ecosystem in which participants could exchange knowledge and experiences from different perspectives. Through this approach, participants developed a more comprehensive understanding of Papuan coffee, from cultivation and post-harvest processing practices to coffee preparation and communication of product stories and values to consumers.

The participant composition demonstrated a strong culture of knowledge sharing and value sharing throughout the learning process. When coffee farmers were able to communicate coffee stories, cultivation practices, and the unique characteristics of their coffee, based on local conditions such as altitude and growing environment, in English, they not only enhanced their communication skills but also helped strengthen the authentic narratives of Papuan coffee. This capacity supports coffee branding and marketing efforts by providing compelling and credible origin stories that add value for consumers.

Vocabulary Development and Storytelling Skill

Day 1. Introducing coffee-related vocabulary

On the first day, the focus was on building a foundation of coffee-related vocabulary. Participants explored terms connected to cultivation practices, post-harvest processing, and crop maintenance. They also learned how to describe flavors (earthy, floral,

fruity, and chocolatey), explore simple phrase use in storytelling of coffee, alongside technical expressions commonly used in brewing, such as the V60 method. This approach worked well because it applied cognitive scaffolding: the new language was introduced in ways that connected directly to the participants' existing knowledge and everyday experiences, making the learning process both relevant and memorable (Pacheco et al., 2021). By connecting new English vocabulary to content that participants were already familiar with such as post-harvest processing, coffee characteristics, flavour profiles, and brewing techniques, the usual psychological barriers that often come with learning a foreign language were eased. This approach allowed participants to develop new language skills with greater confidence and relevance, since the learning was grounded in contexts directly tied to their professional and everyday experiences. The Vocational English Second Language (VESL) also supports this outcome as a framework, which highlights that language acquisition and comprehension are more effective when learning activities are linked to the specific terminology and communication needs of the workplace (Bico, 2026). This approach aligns with strategies often highlighted in the Indonesian EFL context, where speaking anxiety can be reduced by making learning more contextual and enjoyable through engaging, interactive activities. (Wijaya, 2023)

Day 2. Storytelling Practical Application

The activities on the second day were conducted at Highland Roastery, which was selected to facilitate the practical application of the communication skills and knowledge introduced on the first day. The choice of venue was not merely intended to provide a different learning environment but also to support participants' psychological comfort and enhance their confidence in using English in authentic situations. Highland Roastery provides an atmosphere that resonates with participants' everyday lives. The presence of manual brewing equipment used by baristas, along with coffee products that reflect the identity of local farmers, created an authentic learning context that was both familiar and meaningful to the participants. Through this approach, participants were able not only to practice their language skills but also to connect them with their existing knowledge and professional identities.

Score Result of Storytelling Practice

On the second day, the data collected included participants' practical assessment results as well as anonymized identification information. To ensure confidentiality and protect participants' privacy, each individual was assigned an identification code based on

their participant category: B for Barista, CL for Coffee Lover, and CF for Coffee Farmer, followed by a unique participant number. This coding system was implemented in accordance with the principle of anonymity in the collection and management of research data.

Table 1. Result of Storytelling Practice

No	Participants' code	Role	Score	Category
1	B1	Barista	78	Good
2	B2	Barista	90	Excellent
3	CL1	Coffee Lover	75	Good
4	CL2	Coffee Lover	77	Good
5	CF1	Coffee Farmer	72	Fair
6	B3	Barista	78	Good
7	B4	Barista	77	Good
8	B5	Barista	78	Good
Average Session			77.6	Good

The table demonstrates that the average class score was 77.6, which falls into the 'good' category, with no participants scoring below 70. This suggests that, despite the limited timeframe of the activity, participants were able to attain optimal outcomes. This success is closely linked to the application of the contextual approach, which positively influences the psychological aspects of foreign language learning. Nevertheless, achieving peak fluency in language production still demands continuous and persistent practice. The highest score achieved was 90 (B2), reflecting a notable variation in participants' performance. This peak score was attributed to strong assessments in lexical resources, particularly the mastery of vocabulary and simple phrases used in storytelling about coffee. Furthermore, the participant demonstrated fluency and competency that ESP literature defines as communicative competence within a specific professional context. This aligns with a study that emphasize that contextual ESP learning enhances learners' readiness to meet specific professional demands (Suri & Saripa, 2026).

Participant CF1, the only local farmer in the program, scored 72 out of 100, which was categorized as 'good.' This result reflects the gap in foreign language exposure between farmers from remote highland areas and professionals such as baristas, who

encounter English more often in their daily work. At the same time, the score demonstrates how scaffolding and thoughtful instructional design helped the participant overcome initial barriers and reach a competent level. One limitation of the study is the absence of a pre-test, which makes it impossible to measure learning gains quantitatively. As a result, the data only captures post-program proficiency rather than actual progress. Although the small sample size prevents statistical analysis, comparing average scores across roles still provides useful descriptive insights into baseline differences in English proficiency among actors in the coffee value chain.

Table 2. Descriptive Statistics of Storytelling Scores by Role Category

Role	n	Average	Min–Maks	Notes
Barista (B1–B4)	4	84,0	78–90	The highest scores: most relevant professional context.
Coffee Lover (CL1–CL3)	3	76,3	75–77	Scores were consistent across participants.
Coffee Farmer (CF1)	1	72,0	72	Greatest contextual distance from the English language.
Overall	8	77,6	72–90	All participants performed above the minimum competence level.

Among the three role categories, the Barista group recorded the highest average score of 84.0. This outcome can be explained by two key factors. First, baristas are regularly exposed to English coffee-related terminology in their daily work, such as flavour descriptors, coffee origins, and product packaging information. This consistent exposure enables them to access and utilize their lexical resources more quickly and accurately. Second, the assessment took place within the Highland Roastery environment, which may have positively influenced participants' performance. Because the setting was already familiar to them as a workplace, participants appeared more relaxed and confident during the assessment process. The presence of manual brewing equipment and various coffee bean samples also allowed them to relate their English use to real and meaningful workplace situations.

The Coffee Enthusiast group achieved an average score of 76.3, indicating a moderate level of performance. The small gap between participants' scores suggests that most of them began the program with relatively similar abilities. This consistency may be linked to their strong interest in coffee, regular coffee-drinking habits, and frequent exposure to everyday coffee-related vocabulary and conversations. Participant CF1 achieved a score of 72 out of 100, which was lower than the averages of the barista and coffee enthusiast groups. Even so, the contextual storytelling activities showed promise in boosting participants' confidence when presenting coffee products. Continued practice, however, is needed to further strengthen their ability to communicate product details accurately and effectively in English.

Most respondents (85.7%) rated the training materials as highly relevant to their needs, with none indicating low relevance. Qualitative feedback supported these results, highlighting the program's role in building confidence and its direct usefulness for professional tasks. The hands-on storytelling session at Highland Roastery was especially appreciated. Participants also shared that the program provided benefits beyond improving their English skills. Several participants reported feeling more confident when speaking in public and expressed a growing sense of pride in introducing and representing Papuan coffee to broader audiences.

One of the most common suggestions was to extend the duration of the program, as many participants felt that the learning process was still too short. Some also expressed interest in having future sessions that could involve more participants from the coffee community. Overall, the activity demonstrated a strong enthusiasm among participants to continue developing their English communication skills.

CONCLUSION

This study evaluated the English Coffee Storytelling program, a two-day ESP training designed to strengthen English communication competence among actors in Papua's coffee value chain. To tackle the wider issue of limited English proficiency as a barrier to global market access, the program applied a scaffolding approach combined with authentic, locally grounded learning at Highland Roastery. This method helped lower psychological barriers and link new vocabulary directly to the participants' professional contexts. The study found that the average storytelling score was 77.6, categorized as good, with all participants exceeding the basic competence threshold despite the brief training. Performance differed across roles: baristas recorded the highest average score (84.0),

followed by coffee enthusiasts (76.3), while the farmer achieved 72.0. These differences reflect varying levels of contextual exposure to English rather than disparities in learning capacity. Participant satisfaction data further reinforced the program's effectiveness, with most respondents rating the materials as highly relevant and qualitative feedback highlighting gains in confidence, motivation, and pride in articulating Papuan coffee's identity in English.

Overall, this study indicates that ESP training grounded in storytelling and authentic workplace experiences can help participants communicate more confidently in English while keeping them actively involved throughout the learning process. However, the small and uneven sample size, lack of a pre-test, and use of descriptive analysis limit the strength of the conclusions. Future studies would benefit from involving more participants, incorporating pre- and post-training assessments, and examining whether improvements in English communication translate into longer-term professional or market-related outcomes.

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