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Adhan Kholis, Universitas Nahdlatul Ulama Yogyakarta, Indonesia

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# Integrating digital tools into ESP teaching: A needs analysis of a Business English course

**Adhan Kholis[1]\*, Heni Dwi Iryanti[2]**

[1]Universitas Nahdlatul Ulama Yogyakarta. Jalan Lowanu No. 47, Yogyakarta 55162, Indonesia
[2]Sekolah Tinggi Maritim Yogyakarta. Jalan Magelang Km. 4,4, Yogyakarta 55284, Indonesia
\* Corresponding Author. E-mail: adhan@unu-jogja.ac.id

**Abstract**: This case study was a preliminary stage of an on-going research and development project on developing a Business English textbook integrated with digital tools for students of English Education at Nahdlatul Ulama University of Yogyakarta. It investigated the students' perceived needs on their Business English course. To collect the data, a needs analysis questionnaire was administered to the students using Google form including the students' necessities, lacks, and wants for a practical Business English course design. Both quantitative and qualitative methods were used to analyse the collected data. It defined the context in which the students would use Business English in their future profession. Results showed that (1) the students' English proficiency was still in the middle, (2) The use of English in daily life communication was on occasion, (3) The English skills' preferences should be learnt in the business context were speaking, writing, listening, and reading, (4) Topics included in the business contexts were interview, curriculum vitae, and presentation in the top three, (5) Digital tools' preferences to be integrated into learning were Kahoot, Padlet, and VoiceThread in the top three, and (6) Learning methods implemented were group discussion and project-based learning in the top two.
**Keywords**: Business English, digital tools, English for Specific Purposes (ESP), needs analysis

## INTRODUCTION

English is regarded as an international language proven by the use of English in a daily life communication, for getting jobs, and even in education fields. Basically, it is employed to communicate with all people in the world especially in overseas. In many non-native English countries including Indonesia, it has been taught in language classroom as English as a Foreign Language (EFL) or English for a Second Language (ESL) mostly instructed as a general English rather than for specific purposes. In working fields, English is terribly significant. Any areas like business, medical fields, bank, engineering, and accounting mostly use English for transactions, exchange, and communication. Moreover, English is applied to enter or register in any public and private institutions like office affairs and ministry. This indicates that general English is not adequate to comply the needs to communicate in the sectors people are working in (Sari et al., 2021). People need more specific English instructions and contents. Consequently, English for Specific Purposes (ESP) is required due to rising from the concept that "language is a mean for communication". ESP focuses on "the specific of knowledge of linguistics and skills for communication dealing with completing specific purposes. It means that ESP has the objectives specifically on preparing students to be professional in a field (Khan, 2019) and effectively mastery in communication in the future work environment (Sladana Živković, 2016).

Today's economic globalization and industrial revolution 4.0 make global changes like demands of superior human resources entailing people to be more advanced in any fields including business with English proficiency and compete to global even international events. The environment of international business is currently dominated by application of Business English; hence, it guides consideration on

how people teach and learn Business English (Teodorescu, 2015). Business should be an important field for application of English. Including English in business aspects is absolutely needed. It should be taught in language teaching classroom. English for business is one of ESP course taught in the university students focused on knowledge of business. It aims to prepare skill-based outcomes who can communicate fluently in the business areas. The students acquire lots of business instructions such as how to promote things to customers, how to make negotiation, how to apply job application, and how to make deals with others. Indeed, in Business English subject, the activities carried out are addressed to four English skills: listening, speaking, reading, and writing. This English proficiency contributes in supporting activities in doing business.

Teaching Business English makes teachers more challenged for many assertions like business knowledge (Youyue, 2015), pedagogy knowledge, and definitely the students' needs (Sari et al., 2021). Also, the presence of available and accessible textbooks is urgent in teaching and learning processes for achieving the learning objectives like teaching for specific purposes. It becomes necessary parts must exist in the learning serving as a guide for students (Margana & Widyantoro, 2017). For ESP subject, it helps students in works, tasks, and as a legal document (Medrea & Rus, 2012). Students require more arranged guidance in each learning activities. Developing materials suited with needs can help students in understanding the course and as an instruction.

Nowadays, in the global era, needs are concentrated not only the skills in which students can read, write, listen, and speak clearly, but also on the ability to communicate with partner acceptably and to go international surroundings (Medrea & Rus, 2012). From this case, providing the handy ESP textbooks is preference for teachers by designing and making more activities in the lesson. The course book should meet and provide the unity in content of the course (Nation & Macalister, 2010). Each part of contents should relate each other. It can be attained by making cohesion in each part like inserting combination of conjunction and adverb in writing or integrating among skills into one learning activities. Any students' exercises, learning materials, instructions, and items in textbook should represent what students need and want in future works. Furthermore, the contents should contain materials in which students can use it outside of the classroom or in a real world (Dudley-Evans & St John, 1998). It means that each material should provide more practices and exercises. Hopefully, the appearance of materials does not burden to students in understanding. Establishing needs analysis should be teachers' preferences to cover all needs.

To support on developing the textbook, teachers should know students' needs, wants, and lacks. The whole contents of textbooks should embody all activities in which students wants and expects. In Business English for instance, learning activities done in the classroom should meet and notice the real-world including competencies and performances in speaking with others up and collaborating to do things. Activities such needs analysis, syllabus and course design, and materials preferences should be considered as the main aspects in developing textbooks (Zagan-Zelter & Zagan-Zelter, 2010).

Again, the needs of using technology should be considered to be integrated in the learning processes. In this 21st century, the role of technology becomes the centre in conducting learning activities, for instance the use of internet has restructured all aspects including education (Khan, 2019). Tools of educational technology have particularly the crucial roles in influencing students' engagement (Teng & Wang, 2021). Technology brings lots of opportunities to learners both within and beyond the boundaries of language classrooms (McDonough et al., 2013). Technology played two roles in teaching of English for Specific Purposes (ESP): (1) tools for language learning (2) media for creating new forms of communicating (Paltridge & Starfield, 2013). In ESP classes, it was used for creating contexts for communicating with oral, literate, and visual modes of discourse (Paltridge & Starfield, 2013). Also, the internet is convenient sources for giving authentic materials in relation to the students' needs (Slađana Živković & Stojković, 2013) in (Sladana Živković, 2016). Students can explore and find more references out from diverse resources like e-book, journals, e-library, etc. It contributes very rapidly toward language teaching (A, 2019). Rising of online devices in today's issues has been widely used by many English teachers in the world for teaching and learning. For today's teachers and students, it is the new views toward technology. Digital tools tend to commend the positive aspects toward literacy and creative exercise of texts like the use of Video Games (Chik, 2011).

From the above, it is very significant to integrate digital tools into ESP teaching and learning including on textbook's development in order to make students motivated and enthusiastic in learning. Also, conducting needs analysis toward learners' profiles, English skills, the use of English, learning materials, and the medium used is most important for resulting the available textbook. Against this background, this study focuses on integrating digital tools into ESP teaching concentrating on Business English course toward the higher students. Furthermore, the main aspects toward students' needs, wants, and lacks related to English proficiency are investigated to support on developing Business English textbook.

## English for Specific Purposes (ESP)

The term of English for Specific Purposes (ESP) has been designed, applicated, and evaluated to fulfil the needs of professional and academic communication. The primary objective is to complete students with competence of ESP to function in academic English (Renandya & Widodo, 2016). It is a subcategory of teaching English in which has particular characteristics that results unequal subjects (Li & Fu, 2021). It is narrower than English Language Teaching (ELT) courses (Basturkmen, 2010). Moreover, it emphasizes on practical outcomes (Dudley-Evans & St John, 1998) in (Basturkmen, 2010). In the ESP course, actual uses or application of English in real context of works are underlined rather than the forms of language itself like grammar, linguistics, and word orders. Indeed, the term "purpose" gets more concern because it relates with the set of skills needed by learners in their future works or careers (Day & Krzanowski, 2011). Some areas included in ESP courses are accounting, business, medical field, bank, aviation, and marine. In today's business environment, the needs of mastery of English in every area become responds toward the necessary of ESP course.

## Business English (BE)

Business English is seen as a part of English for Specific Purposes (ESP) (Paltridge & Starfield, 2013), (Rao, 2017). It is also viewed as being important for people who wish to work in some business area (Rao, 2017). In the 21st Century and Industrial Revolution 4.0, the term business rises more significant in anything as e-commerce using digital tools in dealing with trade transaction and negotiating. Since business areas have considerably been in great demands and business people needed to make deals or transaction in certain works using language, the term of Business English or BE, undergoes rapid growth. This climate is supported by any media either online like e-commerce or print (Wang & Fan, 2020). In syllabus of teaching, Business English differs with General English (GE) that only focuses on the language itself like phonetic, phonology, morphology, syntax, and semantic, but it embodies all aspects in accordance with Business fields such as economics, finance, accounting, hire, insurance, IT, marketing, production, etc.

In the business area, English is widely used as the main tool of communication. People should master the English skills: listening, speaking, reading, and writing fluently. For instance, speaking and writing belong to productive skills used for negotiating, communicating, interviewing, and interacting orally, whereas writing is used for writing job applications, formal letters, and curriculum vitae (CV). If students have little understand about English, so that the obstacles in relation to making business occurs. Generally, topics or materials taught in the Business English include job advertisement, interviews, negotiating, job information, resume or curriculum vitae (CV), telephoning, company visit, formal letters, meeting, and presentations.

Business English course in this study is a part of compulsory discipline taught in semester three at Department of English Education. In fact, the term of business stands in several subjects like Writing for Business Communication, Introduction to Business English, and Edupreneurship as well.

## Digital Tools for Teaching ESP Course

In language teaching and learning, the use of technology has encountered a significant change initiated from the coming of Computer Assisted Language Learning (CALL) in 1980s, then change over to Technology Enhanced Language Learning (TELL). Today's literature rotates to the term of Information and Communication Technology (ICT). On that time, first, the use of ICT was begun with word processors, text re-creations, and simple games.

In this case, students had limited production of language rather than communicative mode (Constantinou & Papadima-Sophocleous, 2020). Today's views of technology shifts to Web 2.0 labelling with the use of online platforms or Internet of Things (IoT): browsing, exploring, and social media activities. Most activities are dominated with virtual meeting either synchronous or asynchronous communication like videoconference, chatting, browsing, and so on.

The advance of technology in language learning demands lots of modification on creation like the emergence of Massive Open Online Courses (MOOCs), Learning Management Systems (LMSs), technology of clouds, and Artificial Intelligence (AI) systems in any institutions. LMSs has given substantial impacts to teachers, students, and administers. Basically, it is used to upload materials, syllabuses, and lists of students' names (Teng & Wang, 2021). Moreover, Mobile Assisted Language Learning (MALL) apps such as bilingual dictionaries, Instagram, Facebook, WhatsApp, and YouTube promote learning English (Ahmed, 2019).

There are some the development of the major technology used since 2000 in order: (1) Learning Management Systems (LMSs) such as Canvas and Google Classroom; (2) Website and Technology of wiki as WordPress; (3) Storage and Cloud Services like OneDrive, Google Drive, Dropbox; (4) Mobile Tools and Apps: tablets and smartphones; (5) Software of Collaborative Productivity as Google Docs; (6) Multimedia sharing like YouTube, and (7) Social Media including Facebook, Instagram, Twitter, and LinkedIn (Robinson et al., 2019).

There are two concepts when talking about technology in language learning: media for resources of teaching and media for increasing learning experiences (Larsen-Freeman & Anderson, 2011). Indeed, it brings significant roles: as resources, as a transmission system, and productivity (Ghanizadeh et al., 2015). For teachers, explicitly, it is as a medium to transfer knowledge, to record learning files, and to assess students' performances. In industrial revolution 4.0, the technology term is an inseparable part from teachers' life. Teachers can do anything using tools for many works in one time. Similarly, it promotes the students to be more active and engaged in learning. For instance, to assess and to evaluate the students performs, teachers no longer make manual instructions but tools like Kahoot and Quizizz can help in doing tasks and judging the scores.

For teaching ESP course like Business English, the existence of digital tools is very useful for gaining the successful learning and increase the students' enthusiasm and motivation due to lots of topics in that course (Xu, 2019). The term of digital tools used here is combination of different resources conformed with courses, skills learnt, and needs. Also, it can be mobile devices: smartphones, laptops, tablets, and media players (Teodorescu, 2015). Digital resources generally as software, hardware, systems of operations, mobile applications, storages, and networking (Robinson et al., 2019).

## Synchronous Mode

The concept of synchronous communication is that teachers and students come together at that time without any differences (Roux et al., 2014) and build a real-time communication (Duncan et al., 2012). The live meeting or conferences becomes the identity where teachers can interact the students on space directly. Basically, synchronous mode contains between visual and audio parts. Digital platforms categorized in this mode are Zoom, Skype, Google Meet, Hangout, and Cisco WebEx. Those devices are employed in today's era for virtual meeting and any works. However, in practice, this mode consumes much money due to of the needs of good internet access and signal. The benefits are creating clear interaction and communication both teachers and students. McBrien et al., (2009) states on their research findings that synchronous meeting can give students convenience, technical issues, and instruction preferences. In this forum, students can reach the questions given from a teacher. Indeed, students are easy to present their position at that time. For teachers, it gives clear and real condition in spite of screen space. Also, teachers can see all audiences in one room on screen by turning on video and audio feature. Teachers can call students one by one for attendance list. Nevertheless, there is no alternative when videoconference apps stop immediately in the middle of teaching and learning (Roux et al., 2014). To mediate this, the smart devices like smartphones, tablets, and laptops can be good choices.

## Asynchronous Mode

Different with videoconference mode requiring highly interaction and devices, asynchronous communication needs any space and time-delayed board (Duncan et al., 2012) for teachers and students

in interacting each other (Murphy et al., 2011). It includes with shortly materials like video, audio, handout, articles, and slides (Murphy et al., 2011). The software belongs to this mode are WhatsApp, Telegram, WeChat, Google Classroom, Email, and Line. This mode requires not in real live communication. For achieving students' presences, this mode can be alternatively considered due to of light and cheap in use. Online instructions used can establish levels of interactivity and community (Hull & Saxon, 2009). Today's online learning in any subject mostly uses platforms whose features contain group menu like WhatsApp and Telegram. Both have been used for working, discussing, and chatting in group. Again, materials shared or discussed in group can be accessed and saved anytime. For those who does not have enough cost or limited charge, asynchronous mode is a right choice used for online learning and community reach. However, in some cases, like using WhatsApp for discussion or sending message to others in group chat, occasionally, the messages have been sent in long time cannot be reach so that it causes students forget to open. It means that information rolls up.

**Needs Analysis of ESP Course**

In developing courses or textbooks, the term of needs analysis becomes a crucial aspect due to the preliminary study before designing a good course. Many experts have the notion in defining it into designing or developing course in language classroom. Firstly, needs analysis is particularly addressed to the goals and content of a course. It verifies what the students already know and what the students need to know (Nation & Macalister, 2010). In this case, knowing students' background knowledge and students needs toward subjects is a fundamental understanding. Secondly, it is the principle of practices of curriculum: syllabus designs, material development, and instructional design (Renandya & Widodo, 2016). This idea is more complex in nature. According to this concept, the activities included in needs analysis are all related to curriculum such as designing syllabus, lesson plans, materials, and learning activities. Furthermore, it is systematic and continued process of collecting information related to students' needs and selection, interpreting, and making decisions about the course according to interpretation (Graves, 2000). The third notion is emphasized on activities conducted to obtain the data or information toward students' needs, wants, and lacks continuously. Then, these obtained information is explained to get worth judgment in accordance with course that will be developed. It means that to design courses, all linked steps should be carried out by teachers in obtaining valuable data.

As has been shown, needs analysis is the process of gathering learners' information in accordance with learners' needs, wants, and lacks in learning in the classroom and then interpreting the information obtained to support on developing course. This is the precede steps when teachers wish to design language course or to develop textbooks or materials. It determines structured desired course in the end.

Related to analysis the needs on developing English Specific Purposes (ESP) courses, the cycle of activities used is similar with the general ideas in needs analysis. However, developing materials of ESP covers more than knowing the students' needs such as language proficiency levels (Renandya & Widodo, 2016). In this case, teachers need to assess abilities toward four English skills namely listening, speaking, reading, and writing. Not only that, the areas of study learnt become special attention because in ESP course, the purpose should be achieved like in Business English. English for business requires knowledge about business rather than language itself. Teachers should understand the students' needs and wants toward what they want in doing business activities.

**METHODS**

This study used a case study on preliminary stage on research and development project on developing the English textbook of Business English integrated with digital tools. The term of Business English in this study was a part of subject taught in Department of English education. The researcher used both qualitative and quantitative method in analysing the obtained data. The students of English Department of Nahdlatul Ulama University of Yogyakarta in semester three became the subject to be investigated. The students' perception toward both English skills profiles and the use of digital devices were required in identifying the needs, wants, and lacks.

To get those, the Google Form were utilized as the questionnaire. Furthermore, to support the data, the structured interview was used to know the students' perceptions on using of digital platforms in learning. The questionnaire consisted of totally 24 questions divided into 4 categories: 14 questions in accordance with the students' profiles, 3 questions of the needs, 4 questions about the students' lacks, and 3 questions for the students' wants.

Then, after collecting all data, the researcher analysed it in the two forms: quantitative and descriptive qualitative analysis. Firstly, the data was grouped into each analysed aspects starting from the profiles of students' English skills in general. Secondly, a daily English use for communication was elaborated to know the frequency. Thirdly, the English skills' preferences were connected to the needs in designing materials. Fourth, it was about Business English topics to be included in the textbook. The last linked with the utilization of digital tools to be related into each material.

## RESULT AND DISCUSSION

In regarding with the findings that the researcher obtained from the students' perceptions in the preliminary study toward the needs, wants, and lacks, it can be served in this case by using both quantitative and qualitative analysis. In summary, the results were obtained from students' responses in the Google Form and Interview. The main resources were come from the students. Beginning with the data from analysis of students' responses taken from the Google Form includes the needs, wants, and lacks toward learning of Business English course. Due to use of the Google Form in obtained data and the number of aspects proposed, the researcher summarized with the key terms. Specifically, the aspects or needs called and investigated were: (1) The students' English four skills profiles, (2) the experiences toward using English for daily activities communication and for language teaching, (3) the English skills' preferences taught in learning (4) the preferences toward Business English course teaching and learning such as materials used, syllabus, and curriculum, (5) the experiences in using any digital tools for learning. Firstly, the profiles of English skills were pointed in the following chart and descriptions taken from students' responses on interview.



Figure 1. Students' English skill level
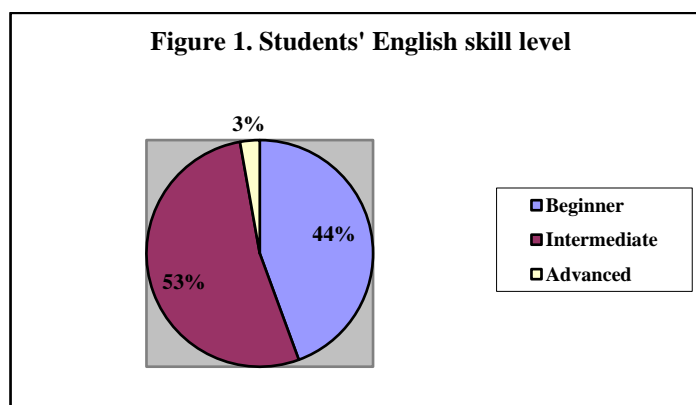
Based on the figure one above, the status of the students' ability in English was between intermediate in the range 53 percent and beginner in the range 44 percent. The residue was advance in the range 3 percent. The evidences above highlighted that the students were still in medium. It still correlated with the result on figure two. This result could be the reason in which the students were in precede semester after graduating from senior high schools and it could be due to students' demography coming from any different places either from rural or urban in combination. For a rural student, English might be a serious challenge to be learnt due to the second language.

Mostly, rural students used Javanese language in a daily life. Contrarily, for an urban student, English seemed as common language like others but with the different structures and formula. Indonesia language became a daily life communication. Furthermore, the other reason was because of limited access to English. In fact, about 33,3 percent, the students never joined to language course in any institutions. The residue was in the range 66,7 percent that the students joined courses.

**Figure 2. A daily English use**



- Frequently
- Occasionally
- Rarely
- Never
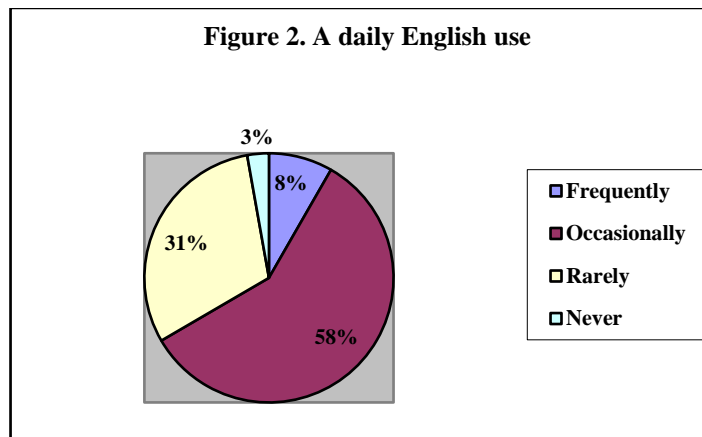
The second chart on figure two was about the use of English in a daily life communication showing that mostly students communicate using English on occasion in the range 58 percent. Then, in the range 31 percent, the students were seldom in using English. Next, in the range 8 percent showed students often spoke with English, whereas in the range 3 percent the students never used English for communication. As had been shown, it indicated that the students possessed low encouragement toward English for communication either in formal or informal situation. For any reasons, it was probably caused by the region of Indonesia in which English was used even taught as the second language not the first language.

These quantitative results had the correlation answers with the interview transcriptions stated that the students were seldom in using English in a daily life. Most students use English only when they learnt in class with friends as presenting tasks, discussing issues, debating topics, and answering questions from teachers. Although the students had the English programs outside class like English Debate, majority was silent and shy while they want to speak up with others. Some spoke English fluently, but some was in medium.

Moreover, the students used English when they were invited to join international or local Webinar demanding to use English and the speakers exactly came from abroad. It corresponded with the score on the Google Form about 52,8 percent the students used English in both formal and informal situation.

The third analysis related to the skills' preferences to support the students' careers. It could be a guideline in this study to stress which skills should be more elaborated and included in business course learning activities. The view could be seen in the following chart.

**Figure 3. The skills' preferences**



- Listening
- Speaking
- Reading
- Writing
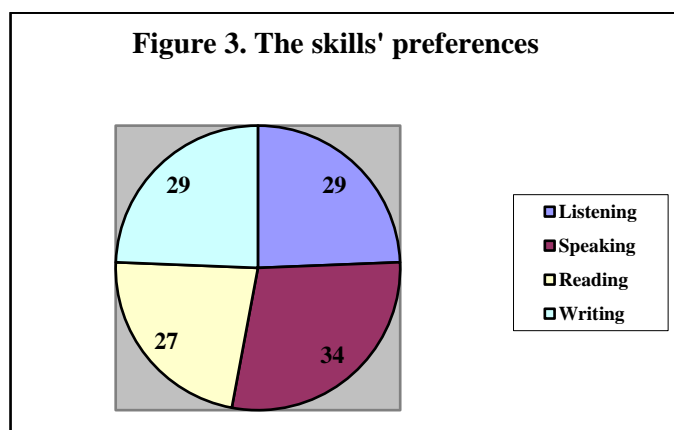
As the figure three had shown, it was clear that the students fairly choose four skills as a need for their development in learning Business English. The higher score was the speaking in the range 34. Then both listening and writing got the same score in the range 29.

The residue was the reading in the range 27. This response corresponded with the Kaewpet, (2009) findings in assessing needs on engineering students. The data showed reading, writing, and speaking ranked the top significant skills.

The findings on the chart related to the students' response in interview when they were asked about the English skills. For today's students, speaking was seen as an excited skills to be learnt in the classroom in that the students seemed bored when learning any grammar or language structures like writing, so that they wanted instant or brief materials. Again, the students said that speaking was most important skills than others due to the needs to communicate using English either in formal or informal situation. However, for those who preferred to write texts or tell written, the writing became the second choice. About 29 students on the chart voted writing as a skill should be included in learning a lot. Materials served were stressed on writing activities like writing formal letters, memo, invitation, and resume. In summary, four English skills got serious concern to be learnt by the students.

The fourth figure was about the students' preferences toward the Business English course topics: Job advert, CV, cover letters, job interview, company visit, meetings, presentations, telephoning, business letters, e-mailing, and job information. In this case, the students were asked to give rating toward the Business English topics would be used in learning activities and the textbook. The students chose based on their wants in accordance with their business area understandings.

**Figure 4. Business English courses**
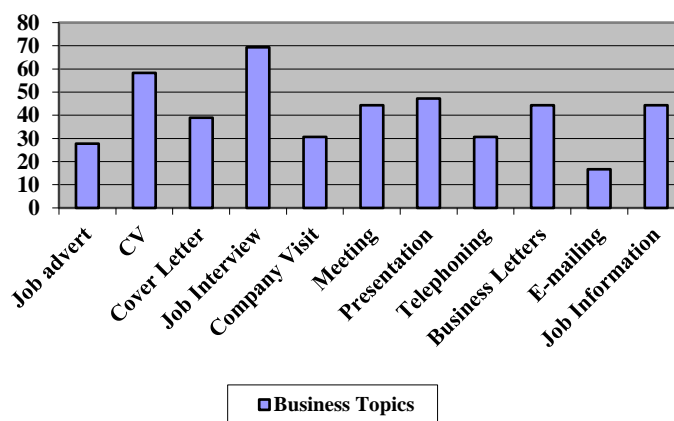


According to the chart above, no students didn't vote towards these courses, however, the job interview topic surely became the favourite choice to be included on the textbook. Then, curriculum vitae or CV was the number two and the presentation topic ranked three. As maintained by Mostafavi et al., (2021) in the study, the more materials included, the more students can learn independently. It meant that complete served materials made students be autonomous learners. For Nation & Macalister, (2010) the unity and complexity of course were a must.

The next findings were related to the methods implemented in learning activities. Based on the questions on questionnaire in accordance with the proposed learning methods: lecturing, individual tasks, group discussion, presentation in group, quizzes or games, project-based learning, and public speaking, majority preferred to group discussion in the range 83,3 percent and project-based learning in the range 83,3 percent as a method to be included in learning activities. The lecturing method placed the least among others.

In the term of criteria or model of learning materials, there were lots of students' responses: (1) interesting materials both in appearance and contents (2) contextual and communicative materials (3) materials stimulating learners' interaction (4) motivated materials (5) materials focusing not only on forms but also on functions (6) integrated materials. In summary, this pointed that designing textbooks in which can cover all students' needs and wants should be considered by teachers. It also made materials or courses became well-structured and easy to use.

These were criteria related to Business English textbook proposed by the students: (1) about 86,1 percent students wanted brief indicators, objectives, and learning scopes; (2) about 75 percent, materials based on skills on the 21st Century; (3) in the range 69,4 percent, each unit or chapter should include more business practices; (4) about 61,1 percent, using communicative learning in each part; (5) about 50 percent the students wanted the good textbook both in visual and design.

The following chart below was about the digital tools preferences to be integrated into learning activities. It was just some explained in the top eleven below

**Figure 5. Digital tools**
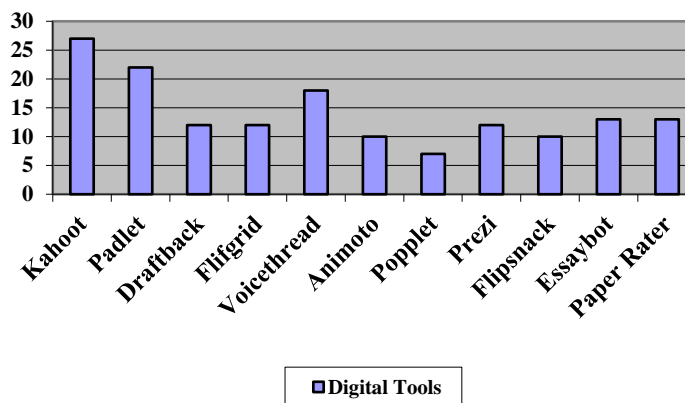


The fifth figure pointed some students' digital tools preferences utilized in the Business English course learning. There were eleven devices offered: Kahoot, Padlet, Draft back, Flipgrid, VoiceThread, Animoto, Popplet, Prezi, Flip snack, Essay Bot, and PaperRater. These devices could be met on either mobile phone or laptops. Some wasn't mentioned due to lots. In practice, the students were asked to select and to give comments either yes or no responses toward the use of those digital tools in learning. All perceptions toward the utilization of online tools positively represented that the students needed the easy and fun instructions. The students agreed with integration of some digital resources into teaching and learning even in the textbook. Smartphones and laptops were used in a daily learning in the classroom. Combining both synchronous and asynchronous mode into learning could offer more stimulus, students' development, and self-directed learning (Xu, 2019). Based on Teodorescu on findings the use of mobile learning gave the opportunities to students of exceeding the restricted area of classrooms, increasing an effective learning, and building higher autonomy (Teodorescu, 2015). Dina & Ciornei, (2015) had the reasons for integrating computer network into learning that were to suit the students' needs, to increase communicative skills in business, competence of business, and autonomous learning potential. Again, other findings related to the use of Web 2.0 tool to ESP course conducted by (Stanca & Cristina, 2014). The research was to know the effectiveness of Web 2.0 tools toward ESP course for higher students. The results were that there were significant differences in learning performances in the ESP course using wiki platform. About 60 % students are placed on efficiency boundaries. Wiki gave lots of information. It can establish students' behaviour and engagement in learning processes. The efficiency was in teaching process as well. The support finding was addressed to (Soliman, 2016) study dealing with the implementation of Flipped Classroom into ESP teaching. Combination both synchronous and asynchronous learning with the help of digital devices can enhance students' performance, engagement, techniques of problem solving, and collaboration abilities. It can also develop interaction: students with the teacher and students with students.

**CONCLUSION**

Based on the research findings and discussion having examined before, the evidence presented has shown that integrating digital tools into teaching of Business English course becomes alternatives, consideration, and students' demands in designing meaningful textbooks and fostering students' abilities in the form of problem-solving techniques and autonomous learning.

The existence of online devices can help students finish exercises fast and motivate in learning activities. Moreover, the students were more fun and enthusiastic to participate in each activities given. Also, this was due to some findings in the preliminary needs analysis enabling teachers to integrate any online tools into learning activities suited with students' wants. The responses may serve as a guideline of textbook development. According to the four proposed research questions, in summary, firstly, the

students' English skills were in medium in the range 53 percent. Secondly, the use of English in daily life communication was on occasion in the range 58 percent. Thirdly, the choices of English skills included in each activity are speaking, writing, listening, and reading in hierarchy.

Then, the most favourite Business English topics to be included on learning were curriculum vitae and job interview in the top two. The fifth was digital tools preferences integrated into learning activities including Kahoot, Padlet, Voicethread, Essay Bot, Paper Rater, Flipsnack, Drafback, Flipgrid, Animoto, Popplet, Prezi.

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