The Influence of Digital Technology on Students' Motivation in Learning English Specific Purpose

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ABSTRACT
The rapid growth of sophisticated technology has provoked a new way of teaching ESP. These digital technologies in some way enable the teachers to design teaching material more interesting in learning ESP. By adopting digital technology into teaching classrooms, students can access learning material easily and efficiently. Learning ESP is designed based on the students' needs related to the future professional workplace setting. Therefore, this research aims to find out the following issues: 1) what are the preferable digital tools used in learning ESP, and how they work in the classroom? 2) how do those tools influence the students' motivation in learning ESP? This research employs a systematic review research method and uses a qualitative approach to analyze the data. The result of the study shows that students are more interactive, collaborative, and motivated in learning ESP when innovative technology was adopted in teaching-learning ESP.
Keywords: **Digital Technology, ESP, Motivation**

INTRODUCTION

Learning English for Specific Purpose (ESP) is very motivating because students are straightly able to practice their English skills in their subject of study and use English terms related to their future professional work directly. However, it is challenging if the ESP students have inadequate knowledge of general English. It is due to the requirement that learning ESP needs specific knowledge particularly basic grammar such as simple tenses and appropriate English vocabularies in their field of study. In short, inappropriate knowledge of general English may demotivate the students in learning ESP since it can lead to a stressful and tedious learning environment.

Furthermore, with massive digital technology development, the resources for learning English today are much easier to access compared to the previous decades. This digital technology supports numerous benefits with various interesting applications and systems in learning English. This massive development of digital tools provokes a new trend of teaching methods. Therefore, teaching-learning practices on the use of advanced technology applications in ESP classrooms should be taken into account. However, the use of technology between English as a Foreign Language (EFL) instruction and English for Specific Purpose (ESP) instruction are different (Dashtestani and Stojković, 2015). It is found that most teachers overlap on the use of technology in their research between ESP and English for General Purposes (EGP) and among the practitioners and researchers, they generalize the instruction between ESP and EFL. Thus, it is important to know the differences to avoid a wrong application in the practice.

English for Specific Purposes (ESP) is teaching-learning English designed for adult learners in which the teaching material is based on the students' needs and related to their future professional workplace setting. Therefore, the emphasis of ESP is to make the performance of the students on professional needs successful (Albakrawi and Moh, 2013).

ESP, furthermore, can be divided into absolute characteristics and variable characteristics (Dudley-Evans & John, 1998 as cited in Nurdin et al., 2019). While the absolute characteristics are related to the needs of the learners and appropriate teaching methodology design for students to meet their specific needs and create appropriate learning activities related to the field of study, the variable characteristics emphasize the appropriate design of learning material and addressed specific teaching circumstances. Thus, teaching material for English General Purpose (EGP) should be differed from ESP (Dashtestani & Stojković, 2015). This is due to the learning material for ESP is addressed for adult learners and related to the work setting and designed for students with an intermediate or advanced level of English skills.

Furthermore, ESP can be divided into two types, those are English for Academic Purpose (EAP) and English for Occupational Purpose (EOP) (Ibrahim, 2010). EAP is developed for students who learn English for academic purposes. It focuses on particular skills related to academic purpose so that the students who learn EAP tend to develop their academic skills. According to Dudley-Evans and St. John, English for Academic Purpose is addressed for learners to study English to conduct research and teaching English. On the contrary, EOP is addressed to goal-oriented learners to improve their communication skills for their future professional work such as medicine, law, business, and so forth. EOP aims to improve learner's communicative skills in a future workplace setting to meet the demands in the marketplace where the communicative skills of an employee are essential. In line with this, Pandey (2018) in his study of graduate engineering students in Indian shows that they face difficulties in their workplace because of inadequate English communication skills. Therefore the students should be well-trained for English competence to be ready in the workplace. He believed that the implementation of communicative skills will contribute a lot of advantages for the students in communication at the workplace so that the teachers should plan good teaching courses of English for Occupational Purpose (EOP). Tajudin (2019, as cited in Rico, Ferreira, and Fielden, 2019) suggests that the EOP should be acknowledged officially.

However, Bremner (2010, as cited in Xie, 2016) underlines the challenge in EOP in developing communicative competence for a globalized workplace in the classroom-based teaching process. Those challenges are due to the gap between classroom and workplace such as writing task that is used to happen in the workplace but is not taught in classrooms, students' lack motivation, and the difficulty in acquiring the authentic material from the actual workplace context. Thus, the EOP must include 3 features in teaching material, those are special attention to learners' needs, the inclusion of content-related material and activities, and the use of innovative teaching methodology (Cocca et al., 2015).

Motivation Theory and Motivation in Learning ESP

Simjanoska (2021) stated that motivation is one of the most important factors in learning English ESP because motivation can encourage the students to do the best effort in completing a certain task. Motivation is derived either from external factors or internal factors. The motivation derived from external factors is called extrinsic motivation while the motivation which is driven from internal factors is called intrinsic motivation. Since motivation leads to self-driven and autonomous learning, it can be derived from digital learning as part of extrinsic motivation.

Integrative motivation theory is introduced by Gardner and Lambert (1972, as cited in Carreira, 2005) that involves psychological factors of learners in learning a second language. The integrative theory suggests three following components: integrative orientation, integrativeness, and integrative motives/motivation. Integrative orientation is related to the willingness of learning the second language learners to communicate with the community of the target language and involve the emotional engagement of the second language learner to the community of the target language. Furthermore, integrativeness is constructed based on some variables, such as the interest in foreign languages and learners' attitude toward the L2 community, which also include integrative orientation. Intregrativeness is related to positive attitudes toward L2 and the willingness to integrate the second language cultures or emulate the L2 speakers.

It is undeniable that the motivation factor is very essential in learning English as a foreign language. In line with this, Brown (2000, as cited in Navickienė, et.al.,2021) states that motivation is often referred to as instrumental and integrative motivation. However, other scholars suggest that integrative and instrumental motivation should be considered as part of extrinsic and intrinsic motivation. Extrinsic motivation is the desire to get a reward and avoid bad consequences which underline the external factors in alluring the learner to be engaged in learning activities. Extrinsic motivation may lead to a negative impact on the students because it is a temporary motivation and a lack of internal driven desire to learn. However, intrinsic motivation is associated with the willingness of the students to learn so that the learners have a strong intention to learn the second language voluntarily. This willingness is driven by internalized desire in learning English without expecting the rewards.

Further, Dornyei (2006, as cited in Nurdin et al., 2018) re-conceptualizes the motivation theory namely L2 motivational self-system borrowing the terms from Markus and Nurius of "possible and ideal selves" related to the imagination of the students as a future self-guide on what they would like to become or could become and what he/she is afraid to become as an individual self. Therefore, the possible selves of a learner behave as the future self-guides that reflect how the learners act from different time phases; present and future involving the imagination of self-identity that influence the learners' behavior in learning the second language. Subsequently, Dornye divides this self-concept into ideal self, ought to self, and learners' experience in the process of learning a second language. Ideal self/hope self is related to the learners as oneself. The ideal self includes the successful self, the rich self, and the admired self as the expected self or likely self. The ideal self is a very powerful motivator for the learner because the desire from oneself sustains long-term motivation for the long-term language

learning process. The desire created from internalized driven motivation can reduce the discrepancy between the actual self and the ideal self of the learner. The second component of the L2 motivational self-system, the ought to L2 self, is based on extrinsic motivational influences which are caused by external factors such as the parents' encouragement, duties, the obligation imposed by curriculum policies, or other authority figures such as the expected punishment and reward expectation. The third component L2 learning experience is associated with Dornyei's theory of the L2 motivational self-system reated to the integrativeness to be able to fix the learners' situation as individuals in the global context as part of the imagined community of English users, particularly when there are no opportunities for them to integrate and get involved with the L2 language culture or its community of English language. Moreover, the L2 motivational self-system theory as the self-concept can reinterpret the learners is a oneself who has imaginary and language learning vision which becomes the sources of the first component of the ideal L2-self. Digital technology may be included in the L2 language learning environment which contributes a positive impact and enjoyable learning experience for the L2 learner.

METHOD

A systematic review is adopted to this research based on the model proposed by Boland, et.al (Boland, Cherry, and Dickson, 2017). To present this method, the review has been refined into six-step methods, namely research design, data, and data source, data collection, data verification, data analysis, and data analysis and interpretation.

Research Design

The research design explains the overall structural design of the study to answer the research problem effectively. It constitutes the blueprint for the collection, measurement, and analysis of data. This review aims to answer the issues on the preferable digital tools used in learning ESP and how they work in the classroom and how those tools influence the students' motivation in learning.

Data and Data sources

The facts discussed in this study are gathered from information based on the library resources to answer the research questions. Zed (2004) stated that the sources of data are obtained from library resource when the study employs library research method. The data and source of data were published based on journal findings and books. This source of data is what Arikunto (2010) mentions as the subjects of research. In line with this, George (2008, p 1) states that library research is an investigation that the researcher can control from the beginning to the final rather than a mystery and it is "a form of structured inquiry with specific tools, rules, and techniques". Thus, the data in this reserch employs a significant number of articles particularly related to digital technologies on ESP and other relevant focus of the review. Besides, the data of library research is not limited to time and space (Glasser & Strauss, 1967).This research has used the data from a variety of year publication ranging from 2010 to 2021 to observe the different trends of digital technology uses in ESP contexts.

Data Collection

Furthermore, analyzing documents (Marshall & Rossman, 2014) as one of four methods in qualitative approach is used in collecting data. Integrating innovative technology for the source of teaching is one of the teaching methods that can motivate the students in learning and provide authentic learning (Pazilah et al., 2019). Another study also corresponds to Pazilah et.al. as Dashtestani and Stojković (2015) further suggest ed the use of wiki and blogs in ESP classrooms. The use of Virtual reality for instance can create an interesting learning atmosphere and motivates the learners in learning ESP (Jailani & Nurbatra, 2019). They conduct a study on the use of Virtual Reality for students of Business majors and indicates students are excited and motivated to learn how to do a simulated job interview. The application is a simulated object that emulates the real-world vision of a job interview. The students were enthusiastic because they can experience the use of English in the artificial environment of a job interview. Those articles were further filtered based on the exclusion and inclusion criteria. The articles were excluded if they did not focus on the use of digital tecnology in English for Specific Purposes, such as EFL or ESL.

Data verification

To verify the data, the triangulation technique is used by introducing five kinds of triangulation in qualitative research (Meijer et al., 2002), namely Triangulation by data source, Triangulation by method, Triangulation by researcher, Triangulation by theory, and Triangulation by data type. The techniques of collecting data should be explained to find the references that discuss the use of digital technology for learning ESP. "Triangulation is a concept that is proposed by Meijer, Verloop, and Beijaard (2002) that comes in the discipline within the field of geography focusing on land surveying. In this study, triangulation by theory is used to verify the data. The theories used in this study are motivation theory and ESP theory of absolute characteristics and variable characteristics. The data is obtained from various resources such as e-books, journals, and articles that are related to the research.

Data Analysis

The data is analyzed based on a qualitative approach. Qualitative study is concerned with establishing the answers to research questions that relate to the research questions. The data is based on a descriptive approach to explain the issues on students' motivation when technology is applied in the classroom, the preferable digital tools, and how it works in ESP teaching-learning by referring to selected data resources namely articles and books.

Data Analysis and interpretation

The data is analyzed descriptively based on a qualitative approach to explain and interpret the theory to answer the research question on digital tools used in learning ESP and how those tools works and impact students' motivation in the learning process, and try to relate and interpret the fact found from the selected articles to the theory of motivation in learning ESP and the theory based on two characteristics: absolute characteristic and variable characteristics proposed by Dudley-Evans & John.

FINDING AND DISCUSSION

Findings from studies implementing digital technology into teaching-learning ESP are discussed into two main following affordances, namely the most preferable tools used in learning ESP and how those tools work in the classroom, and the influences of those digital tools on students' motivation in learning ESP.

What are the most preferable tools used in learning English ESP? How do those tools work in the classroom?

Integrating digital technology in ESP classroom can impact positive teaching atmosphere that leads to an interactive learning process and based on the needs of the future globalized workplace as Živković (2016) stated that it is important to support the classroom with a collaborative working place setting to prepare competitive graduates and future professional workers to meet the demand of a globalized competitive market. Because ESP aims to improve students' communication with specific linguistic skills, it prepares the students to be able to communicate effectively in their future workplace with specific linguistic knowledge used in their professional fields. Thus, teaching ESP in this millennial era demands a new design that integrates digital technology in the ESP classroom. The teachers should use and maximize the technology effectively in the ESP learning process. Internet for instance is one of the technology tools which provides learning efficient and affordable resources as it allows the learners to do their multiple tasks of different English skills such as listening, writing, and reading at the same time.

Furthermore, involving digital technology in learning ESP can support the teachers in creating interactive and interesting learning because teachers can employ wide ranges of ESP teaching material based on in various globalized workplace communities' context, and can set teaching-learning online which allows the learners to have ample time to study synchronously or asynchronously. This is in line with what Sert and Boynuegri (2017) finding that integrating digital technology can create an effective learning environment which is crucial for long-life learning activities beyond the classroom setting.

Another study conducted by Musdariah (2018) indicates that teachers have a prominent rule in adopting extensive use of technology resources in their teaching activities as teaching resources that help the teachers to develop online learning spaces and access teaching material based on world educational databases. By adopting digital learning, the teacher can facilitate their students in learning from a wide range of learning platforms such as moodle programs, social media, and web-based technology.

Modern technology has been applied continuously in language learning activities both in receptive and productive skills which are inevitable and become a primary need in ESP learning because it is beneficial and efficient in teaching ESP. Students can find interesting learning resources that support independent study. The study conducted by Živković (2016) also shows that the involvement of digital technology in ESP classrooms can improve learning outcomes and create a collaborative classroom. He points out that the implementation of digital technology in his ESP classroom contributes to positive

feedback from students. In line with this, Rebenko, Nikolenko, and Rebenko (2019) conducted the case study to the students at one of the Universities in Ukraine, also highlight the applying Computer Assisted Language learning (CALL) to improve students' listening skills by setting productive activities in some experiments and use learning styles, namely visual, verbal, and kinesthetic. The study shows that the computer-oriented ESP teaching methodology was efficient in motivating the students' listening ability and encourage classroom discussion. In addition, Kirovska-Simjanoska (2021) in their work also indicated that digital technology in ESP classrooms has positive feedbacks from the students and benefits language learning. They find out that using Google Classroom in teaching ESP allows teachers to offer independent organization of learning process that makes students more engaged, active, and responsible to their learning. Further, using the proposed interdisciplinary approach aimed at ESP students' motivation, several techniques of digital technologies in ESP including the introduction of interactive tasks, project-based learning, visits, and free sampling of a product were introduced in ESP of for study from economic major (Stefanova & Zabunov, 2020).

The integration of technology has been influenced massively in teaching activities at a higher degree level. Subsequently, teachers also should take into account when selecting and integrating digital technologies in their classroom as Zechia (2017) underlined that the practitioners should not apply them without selection. They have to understand why that technology should be used in their classroom, whether or not the application is affordable for students because not all those application programs are free or suit the students' needs. Learning management systems, for instance, is considered prominent to be used to store lecture notes or links to online readings. The study conducted by Moorhouse and Kohnke (2020) discussed the students' response systems (SRS) which offer flexibility and various ways for students to respond namely Mentimeter. It has an unlimited number of participants compared to other digital alternatives such as Kahoot, Plickers, Go SoapBox, and Poll everywhere. Mentimeter offers some alternative types of questions such as polls, word cloud, open-ended questions, and Q&A. This application maintains the students' engagement in the classroom and can be used to assess students' knowledge at the beginning and the end of the class. However, the limitation of this program is that it decreases the opportunity of the students who are willing to share their opinion openly and verbally, therefore, the teachers are not recommended to use this program too often in their classroom. The other consideration is the program is a paid platform that may be is not affordable for some students.

Furthermore, more research should be conducted in terms of social network application in both receptive and productive skills in learning ESP because there is little research conducted on social network use and it is limited to one particular skill of English (Nataliia et al., 2020). It is also significant to explore the benefits and drawbacks of the application of various types of technology in different contexts and cultures in learning ESP. In line with this,Pazilah et al. (2019) pointed out that one of the drawbacks of integrating digital technology into a learning environment is that the learners were easily distracted and misused the technology, and the learners will be easy to find the answers online. This consequently leads the learner to think less since they can access the source of information easily.

Therefore, the finding shows that the most preferable tool used in learning ESP for students is the social network program. Youtube program for instance can be used in the ESP classroom to help the students to upload their work easily. Besides it is familiar for students, they can also become interactive and communicative to discuss their works posted on Youtube any time, and it is also accessible for students anytime. Thus, the teachers who have key roles in the classroom should be able to integrate and use social networks into their classroom activity to create an enjoyable learning process and motivate the students in learning. Therefore, adopting digital application such as social network into teaching-learning ESP can support the students in the learning process as itis outlined by Grigoreva and Salekhova (2017) that both students and teacher can have a positive impact from this kind of educational environments with geographical borderless and they can access the knowledge and language skills sustainably.

However, the teacher should take into consideration the drawback in adopting digital technology into their teaching classroom since using the digital application for instance social networks, they should make strict rules and strick dateline of classwork or assignment to prevent the students from digressing or get distracted from the initial purpose of the use of digital technology. Additionally, teachers should suggest view discretion based on the cultural values of the studentswhen accessing the social network. Therefore, teachersplay significant roles in controlling their students on the use of digital technology wisely in ESP classroomsbecause students' status and cultures influence the attitude of the students in using digital technology for learning purposes (Zhao & Mei, 2016).

Furthermore, the result of the study indicates the effective and positive use of a variety of digital technology in ESP classrooms. Among the advantages of digital technologies mentioned early, some drawbacks should be taken into consideration in applying the tools such as the potential of students' digress in utilizing the tools in their learning activities, and social culture that influences students' attitude in learning ESP with technology integration. Besides, self-discipline is also the factor that should be concerned in using digital tools such as Youtube. Therefore, teachers should set for example the deadline of learning assignments to keep the students on track and more vigilant in using the program. The students' cultural values are other points to consider when integrating social networks into the ESP teaching classroom.

How do those digital tools influence students' motivation in learning English ESP?

According to Pazilah et.al. (2019), involving digital technology in language teaching will be the source of motivation and support the authentic learning classroom. The study of Pazilah et.al. corresponds to what Dashtestani and Stojković (2015) further suggest on the use of wiki and blogs in ESP classrooms. They postulate that the application of wiki and blog in ESP instruction enables the students to write academic writing efficiently. Dashtestani and Stojković (2015) also postulate the use of network-based social computing technologies including wiki, blog, social networking, and internet forum discussion that can motivate the student to collaborate in the classroom and the students are more engaged in learning ESP. They further added that the ESP teachers should increase the application of

technologies in their ESP teaching material to improve students' engagement in learning. Additionally, they also point out that both qualitative and quantitative study on the use of corpus in ESP instruction enables the students to enrich their academic vocabulary, improve the word combination knowledge, and collocations. Therefore they state that the use of corpus in ESP instruction can improve the communicative ability of the students and foster students' academic writing for EAP.

Furthermore, according to Nataliia, et.al. (2020) to both teachers and students on their experiences in using social networks and their application in the ESP classroom shows thatthe most popular social networks among youngsters that can be used to help and motivate the learners in ESP classrooms are Facebook, YouTube, and Twitter. The study indicates that the application of social networks results in a positive perception of social network use. Their study shows that the use of the social network in ESP classrooms can enhance the students' proficiency in learning ESP and increase their motivation. The application of social networks in the ESP classroom is enjoyable and motivates the students'ESP learning as it is interactive.

Few problems happen in teaching ESP such as lack of motivation, less interaction during the learning process including students' involvement because the students do not see the correlation of the English teaching with their needs (Masyhud, 2018). Thus, teachers must develop lesson plans in teaching ESP to encourage students' involvement in the learning process. The students who are learning English as proficiency subjects are highly motivated extrinsically compared to learning English as a general subject (Navickienė et al., 2021). Therefore, learning ESP requires good extrinsic factors to enhance the students' motivation for a longer period of the learning process. The application of technology can support the ESP students' motivation because it can create an enjoyable and interactive learning process. The study conducted by Yu (2020) by delivering a questionnaire on how the case method affects students' motivation in learning ESP in China, finds out that the case method can motivate the students on the sense of winning the competition intrinsically. The method contributes to the competition's impact on the students and fosters the students' self-efficacy. She later mentions that the case method in her study involving competition factor in learning that activates the ego-threatening element of the learners to enhances the sense of the students' excitement that can promote students' intrinsic motivation. The study reveals that application programs such as Kahoot can create an exciting atmosphere in the ESP classroom which promotes students' motivation in the learning process. Thus, this learning provokes the students' self-efficacy to do their best to win the competition. This learning atmosphere can be related to an ideal self of a learner as a person. Therefore, they can enrich their imagination as a successful self to win. In line with this, Gray (2005) points out that intrinsic motivation is an inherent internalized desire to participate in the activities because of the challenging, satisfying, and enjoyable factors considered by the learners which enhance the sense of competence of learners. According to Ardeo (2016), instrumental motivation is the most essential motivation in learning English Specific Purpose because the learners are related to the labor market. His study confirms that the students in learning ESP as well as EGP are similarly instrumentally motivated. His study also points out that interesting learning strategies can motivate the learners to do their tasks and become interactive with their peers. The use of learning

strategies enables them to use available resources such as smartphones, a certain program from television, or Youtube. For instance, Fidyati (2018) found in her study to the students of the department of architecture that the practical technique of architectural drawings helps them to improve their interest and motivation in learning English vocabulary.

Discussion

Utilizing digital technology such as wiki, Kahoot, and youtube into ESP classrooms can benefit and motivate the students in learning ESP. A program such as Kahoot can stimulate the sense of competition among students which triggers the extrinsic motivation of students to win the competition during the learning process. Although some scholars argue that extrinsic motivation is not a sufficient motive for a long learning process, it enables the learners to be more engaged in learning. Those digital tools can create an enjoyable atmosphere in learning, results in students'positive attitude, and have an interesting learning experience. This is in line with one of Dornyei's components of the L2 Motivational Self system that is creating an interesting learning environment and teaching-learning experience which become the factors of extrinsic motivation that influence students' motivation in learning.

Following Dornyei's motivation concept, the ideal self component is crucial to the long challenging process of learning the second language because the ideal self factor corresponds to intrinsic motivation that derives from an internalized desire to do a task or activities in learning ESP. As far as it concerns that learning ESP is full of a challenge because it requires the basic goal based on the students' needs. Therefore, digital technology can be adapted to ignite the students' of themselves as future professionals self in their future field of study. Therefore, students can promote an ideal self and utilize their successful self with a future self-guide in using using particular application such as virtual reality program in learning ESP to experience a future globalized workplace setting. Likewise, teachers can design interesting ESP learning in their classroom by utilizing digital technology for students to promote ideal self/hope self and delineate ought to self factors in terms of afraid of self or learning English because of avoiding the bad consequence or punishment.

Students who learn English Specific Purpose (ESP) are required good knowledge of general English such as basic grammatical rules. Because many students who graduate from senior high school still have poor knowledge of English, learning ESP becomes very challenging. However the integration of technology into teaching-learning ESP can create a more interesting atmosphere of learning for the students. Therefore, teachers should design teaching materials that are based on students' needs by involving technology tools that are already familiar for the students in learning activities. Regarding the low knowledge of English learners, teachers should focus only on one skill of ESP which is speaking skill. Because besides speaking skill is more favorable by the students, the speaking skill is also as part of the application of grammatical rules into practice by selecting the medium topic for speaking. For Law students, for example, teachers can modify the topic of speaking for lower general knowledge of English such as traffic regulation and drug abuse. The digital tools selected into teaching-learning ESP are addressed to improve students' grammatical knowledge in learning ESP because basic grammar is one of

the essential factors for the success of learning ESP. Teachers, for instance, can adopt the digital program of Youtube to improve students' speaking skills into students' activities in designing teaching methods to meet the students' needs based on the future demand of workplace setting.

Additionally, teachers should concern that the tools adopted into teaching-learning ESP is designed to improve students' communicative skills because this skill is essential to meet the demand of future workplace needs. The content of teaching material for communication should cover the globalized community workplace context which can be accessed through social networking applications. Therefore, teachers should consider social networking tools such as Facebook and Twitter as part of teaching methods to connect the students globally with the globalized community of English Specific users. The most significant that should be considered by the teachers is the diverse background and abilities of students when teachers integrate technology into the teaching-learning process.

Furthermore, well-designed of learning material can create interesting and enjoyable students' learning experiences to develop their English skills (Chen et al., 2004). This positive learning experience can construct the students' desire in learning ESP. The internalized desire is powerful to motivate the students so that ideal-self factors will be the prominent component in learning English Specific Purpose with long tedius and challenging process. Students' imagination as ideal-self to be a potential English speaker in their future professional working field can motivate the students to do more effort and get more involved in learning ESP. The students have the willingness to spend more time if they have strong internalized motivation to study. Thus, integrating social networking as part of digital technology into students' activities can enhance students' motivation in learning ESP. Teaching material such as videos of speaking from Youtube channel is more interesting to watch than reading the dialogue from the textbook because students can find, access, and play anytime those speaking materials in video format. This kind of teaching material can create an enjoyable learning environment that leads the students more involved in learning activities. Therefore, the ESP instruction can be designed based on learners-centered and needs-based approaches so that the use of digital technology in the ESP classroom can be utilized maximally.

However, besides those beneficial of adopitng digital technologies as mentioned previously, teachers should also pay attention of some drawbacks on the use of digital technology into ESP classroom such as Facebook and Twitter that can be distracted and misuse of those tools outside of learning purpose. Another issues are cultural background of students and affordable application should be considered by the teachers when integrating techology into their ESP classroom.

CONCLUSION

The rapid growth of sophisticated technologies in education has challenged some teachers in applying various innovative technology in teaching-learning activities for ESP settings. Teachers are not only required to have sufficient knowledge of designing the ESP course material but good knowledge on the use of digital technology devices in learning activities to motivate the students in a long tedious and

challenging ESP learning. In summary, digital technology has been intensely used in ESP learning with various benefits. Interaction, exploration, relevancy, multimedia, and instruction must be included in the courses to get the students to be involved and spend more time, and efforts in learning activties. However, the researchers and practitioners also should take into account for some drawbacks in integrating digital technology in the ESP classroom. Therefore this study is limited only to discuss the benefit of the use of technology tools in teaching-learning ESP and the impact on student's motivation in learning ESP activities. Further research should be conducted to answer the issues of teachers' development and students' readiness on the use of digital technology in ESP teaching-learning.

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