Mapping Business English Researches Globally: A Bibliometric Analysis Using VOS Viewer

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ABSTRACT

The specific objectives of this study are 1) to describe the global business English research overview, 2) to describe business English research and Co-Authorship in English, and 3) to indicate research gaps and provide recommendations for further research in Business English. This was literature review research. The database in this research was the Scopus database which is accessed via https://www.sciencedirect.com/ page, and the data were articles published in Scopus. The data was analysed using VOSviewer software. The results of this research indicated that this research was related to the possibility of future research related to Business English, for example in general, when talking about Business English, the research setting in Indonesia was still limited to Scopus. It could be seen that the setting was still dominated by China and Singapore. In addition, Business English was closely related to the field of professional communication both in oral and written language. Then, the context of Business English research was focused on higher education, and has not touched on vocational high schools, where graduates are prepared to enter the world of work, for example, vocational high schools in the fields of hospitality, health and so on.

Keywords: Bibliometric Analysis, Business English Research, VOS Viewer

1. Introduction

Related to the research on Business English, researchers examine various aspects such as language use, communication strategies, cultural implications, and linguistic features specific to business interactions. This research aimed to understand how language influences business relationships, negotiations, marketing, and other professional activities. It's important because effective communication in the business world is essential for global interactions and collaborations. Learning English has become increasingly important in the era of globalization. Some key reasons related to the point include that English has become a global communication tool. English has emerged as the lingua franca of global communication. It is widely spoken and understood in many countries and used as a common language for international business, diplomacy, and academic exchanges. Knowing the English language enables individuals to engage in effective communication with individuals from various linguistic backgrounds and cultural contexts. English is also important in business and career opportunities. English proficiency is highly valued by employers worldwide. In many industries, knowledge of English is a prerequisite for job opportunities, career advancement, and international assignments. Companies that operate globally often require employees who can communicate effectively in English to engage with clients, negotiate contracts, and collaborate with international colleagues. Besides, understanding English is access to information and resources.

English accounts for the largest proportion of information accessible on the internet (Fiharsono, 2011). Learning English enables individuals to access a vast range of resources, including research papers, articles, books, and online courses, thereby expanding their knowledge and staying updated in their fields (Suciharita, 2021)

Then, English is also used for cultural exchange and travel. English serves as a bridge for cultural exchange and travel (Rao, 2019). It allows individuals to engage with people from different backgrounds, understand diverse perspectives, and appreciate global cultures. English proficiency facilitates smoother travel experiences, as it is commonly used in hotels, airports, and tourist destinations. It's also used for personal development. Learning a new language, such as English, enhances cognitive abilities, critical thinking, and problem-solving skills. It broadens horizons, encourages a global mindset, and fosters cross-cultural understanding, leading to personal growth and increased cultural sensitivity. In the technological advancements, English is the language of the internet, digital platforms, and technological advancements (Avantskill, 2018). Knowing English equips individuals with the skills to navigate and utilize digital tools, stay updated with the latest technological developments, and participate actively in the digital economy. To sum up, acquiring English language skills is essential in the age of globalization as it enables smooth and efficient communication, expands career opportunities, grants access to information and resources enables international education experiences, promotes cultural exchange, and keeps individuals abreast of technological advancements. It is a language that opens doors to a world of opportunities and enables individuals to thrive in a globalized society (Rohmah, 2005)

English for Specific Purposes (ESP) originated in the 1960s as a response to the need for English language proficiency in specific fields of study (Johns & Dudley-Evans, 1991) Its primary objective was to enhance communication skills within a particular discipline (Sari & Atmanegara, 2018; Hosseini & Shokrpour, 2019; Ahmed Alsamadani, 2017; Arnó-Macià et al., 2020; Nimasari, 2018; Amine & Faiza, 2018). Various studies have explored ESP in areas such as accounting, medical and nursing, engineering, and business. These studies, conducted by different researchers, have shown that ESP is constantly evolving through the development of teaching materials, media, and curriculum design. The aim is to align the educational content with the requirements of graduates, enabling them to succeed in their professional careers and compete on a global scale.

Business English pertains to the specialized application of the English language within a professional or corporate environment (Wagner, 2023). It is a subset of English language skills that focuses on the vocabulary, phrases, and communication strategies commonly used in various business settings, such as meetings, presentations, negotiations, emails, reports, and networking. In terms of vocabulary, Business English includes specific terminology and vocabulary related to industries, sectors, and functions within the business world. It encompasses terms related to finance, marketing, sales, human resources, operations, and more (Nickerson and Planken, 2015). Then, effective communication is essential in the business world. Business English helps individuals develop skills in speaking, listening, writing, and reading to effectively convey their ideas, negotiate, persuade, and collaborate with colleagues, clients, and stakeholders. Business English also focuses on developing writing skills for various business purposes, such as emails, reports, memos, proposals, and presentations. It emphasizes clear, concise, and professional writing that conveys information effectively and professionally (Zhang, 2013). It also covers skills required for participating in and leading meetings, as well as delivering presentations. This includes strategies for structuring presentations, using appropriate visual aids, engaging the audience, and handling questions and feedback. In an increasingly globalized business environment, understanding and adapting to different cultural norms and communication styles is crucial. Business English helps individuals

navigate cross-cultural interactions, including understanding cultural differences, and etiquette, and adapting communication styles accordingly. Business English also covers the norms and practices of professional conduct in the business world. This includes topics such as appropriate language and tone, professional behaviour, networking skills, and business etiquette in different settings. Business English guides preparing for job interviews, including techniques for answering common interview questions and presenting oneself effectively. It also helps individuals develop skills in writing resumes/CVs that highlight their qualifications and experience. Overall, Business English aims to equip individuals with the language skills and communication strategies necessary to succeed in a professional business environment. It enables effective communication, enhances career prospects, and facilitates successful interactions with colleagues, clients, and partners from diverse backgrounds.

There was quite a lot of research that has been done about Business English, for example (Arif et al., 2019). In the study, it was stated that Narotama University had two classes of working students, namely class B and class C. Class B underwent traditional face-to-face instruction, whereas Class C experienced a combination of traditional instruction and e-learning known as "Elina." This study employed a quasi-experimental approach to investigate the disparities between blended learning classes and traditional learning classes within the Business English course. The t-test method was employed by the author to examine scores on midterm exams, final exams, assignments, attendance, and overall semester performance. The findings indicated that there was no statistically significant distinction between the blended learning class and the traditional learning class in terms of total scores and attendance. Nonetheless, there are two notable variations. Firstly, the blended learning class achieved lower scores than the traditional learning class in the midterm assessments. Secondly, in terms of final exam and assignment scores, the blended learning class outperformed the traditional learning class.

Another research was conducted by (Prasodjo et al., 2021). The objective of this study is to evaluate, from the perspective of students, the extent to which the Business English curriculum at a private university in Batam effectively addresses the requirements of the contemporary workplace. This research was conducted by distributing questionnaires to 60 students taking Business English courses at the university. The findings of the study indicate that students perceive the Business English curriculum's alignment with the workplace requirements in Batam as highly relevant. In addition, the article also states that increasing student confidence in speaking English is an important issue that needs to be considered in the development of the Business English curriculum. The article also suggests conducting further research to explore an effective Business English curriculum that meets current needs and can increase students' confidence in speaking English.

Then, there was research conducted by (Ria & Malik, 2017). This study discusses the design of the Business English syllabus which is based on the needs of Economics students. The author employs both quantitative and qualitative approaches to gather data from students, lecturers, graduates, and entrepreneurs to formulate a customized Business English syllabus catering to the specific needs of Economics students. The study's findings highlight the significance of conducting a needs analysis to create a syllabus that effectively addresses students' requirements and real-world work scenarios. Data collected through questionnaires and interviews show that Economics students need different English skills depending on their future job field. This research guides lecturers to design a Business English syllabus that suits the needs of students and the world of work.

Based on several previous studies, no research has comprehensively conducted a bibliographical review of Business English. Thus, this study aims to fill this gap. The specific objectives of this study are 1) to describe the global business English research overview, 2) to

describe business English research and Co-Authorship in English for Specific Purposes Journal, 3) to indicate research gaps and provide recommendations for further research to carry out field research in the study of Business English.

For data analysis, this study utilized the VOSviewer tool. According to its official description, VOSviewer is a software tool designed for constructing and visualizing bibliometric networks. These networks can encompass various elements such as individual journals, researchers, or publications, and can be created based on citations, bibliographic merging, co-citations, or co-author relationships. Additionally, VOSviewer provides text mining capabilities, enabling the construction and visualization of co-occurrence networks of significant terms extracted from scientific literature collections.

2. Methodology

This was literature review research, which can assist researchers in studying the contents of the bibliography, and citation analysis of each article taken from the Scopus database via https://www.sciencedirect.com/. Bibliometric analysis, which is occasionally known as scientometrics, forms a component of research evaluation methodology. By utilizing different literature sources, it becomes feasible to conduct bibliometric analysis through distinct approaches (Ellegaard & Wallin, 2015).

The keyword used in the Scopus database was "Business English". To achieve the goals that researchers want, researchers used the VOSviewer application. The principle in making a bibliometric is First, the researcher determines the keywords, in this case, "Business English". Second, searching for articles obtained from the Scopus database via https://www.sciencedirect.com/, so that a different number of publications appears each year. Third, the existing articles were then stored in RIS file format so that they could be processed using the VOSviewer software. Fourth, After the article data is filtered and processed data is produced. Fifth, relevant, concrete, and unique graphics and export them to RIS (Research Information System) format so that the VOSviewer software can read them. This VOSviewer can visualize predefined article searches, the steps (Herdianto et al., 2021) can be summarized as follows: determine search keywords; perform an article search; filter and process search results data according to needs; collect and compile statistical data search results; perform a bibliometric analysis.

3. Result and Discussion

3.1. Global Business English Research Overview

Based on the results of an initial search conducted by researchers on the Scopus database on ScienceDirect with the keyword "Business English", 122,864 articles were found, ranging from 2000 to 2024. These results are divided into several article types, including Review articles (6,700), Research articles (73,063), Encyclopedias (1,927), Book chapters (13,234), Conference abstracts (1,130), Book reviews (3,195), Case reports (114), Conference info (695), Correspondence (1,018), Data articles (94), Discussion (4,488), Editorials (1,333), Errata (23), Examinations (6), Mini-reviews (259), News (1,734), Patent reports (50), Practice guidelines (79), Product reviews (337), Replication studies (1), Short communications (1,862), Software publications (7), Video articles (1), and Other (11,514).

Of the various types of articles covering various fields of the journal, including The Lancet (5,161), Journal of Business Research (1,720), Procedia – Social and Behavioral Sciences (1,657), Journal of Cleaner Production (1,523), Social Science & Medicine (1,201), Tourism Management (1,196), Journal of Pragmatics (1,191), Technological Forecasting and Social Change (953), Annals of Tourism Research (933), Procedia Computer Science (886), Geoforum (795), International Journal of Hospitality Management (739), Journal of the Franklin Institute (737), Computer Law & Security Review (731), Journal of Rural Studies (647), English for Specific Purposes (635), System (629), World Development (622), Computers in Human Behavior (620), Industrial Marketing Management (605), Expert Systems with Applications (574), Futures (536), Public Health (529), Long Range Planning (525), dan Energy Policy (506).

Based on the results of data processing using VOSviewer by taking samples of the first 100 articles in order according to relevance using ScienceDirect shows that the keyword "Business English" is closely related to several other keywords in existing studies, for example with course design, multi-communication, research-informed pedagogy, task-based syllabus design, professional communication, English written production, business discourse, email communication, technology, and experience.
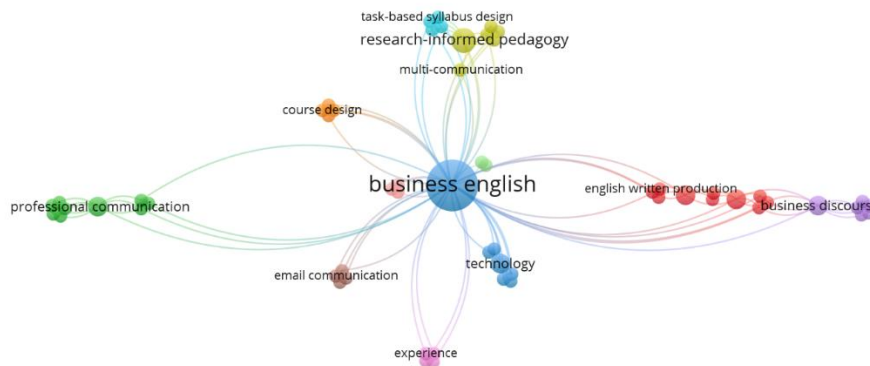
Figure 1. VOSviewer Analysis on Term "Business English" for first 100 articles in ScienceDirect
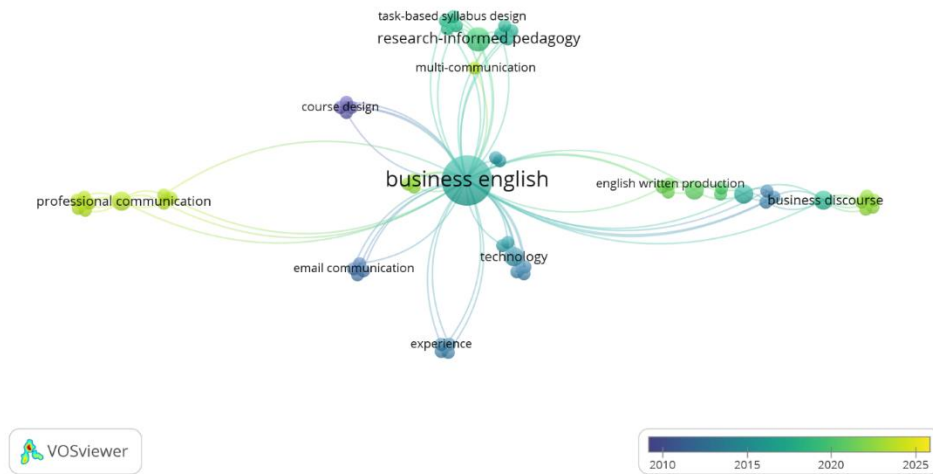
Figure 2. VOSviewer Analysis on the Term "Business English" for the first 100 articles according to the Year

Figure 3. VOSviewer Analysis on Density Visualisation of "Business English" Term

Then, based on co-occurrence analysis using full counting using a keyword basis using the first 2000 articles based on relevance order, 6118 keywords were found. However, when it is restricted that the minimum occurrence limit is 5 times, 242 keywords are found with the following description:
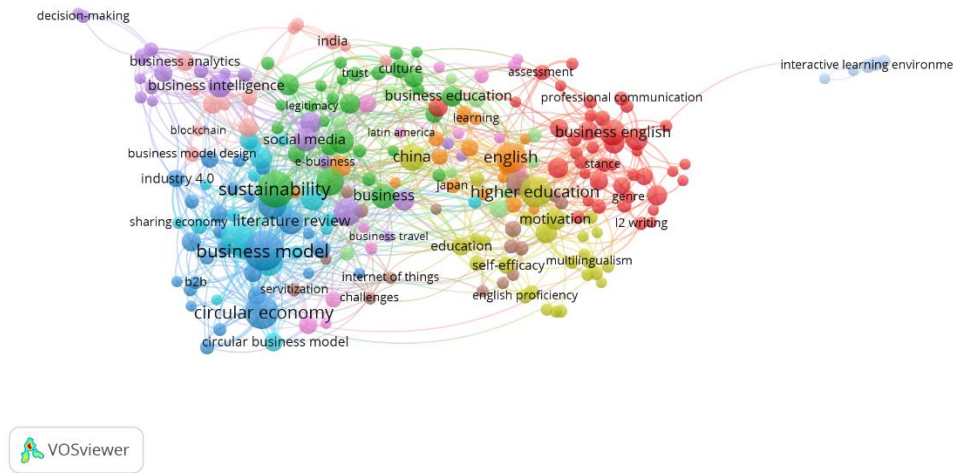
Figure 4. VOSviewer Analysis on Term "Business English" for first 2000 articles in ScienceDirect

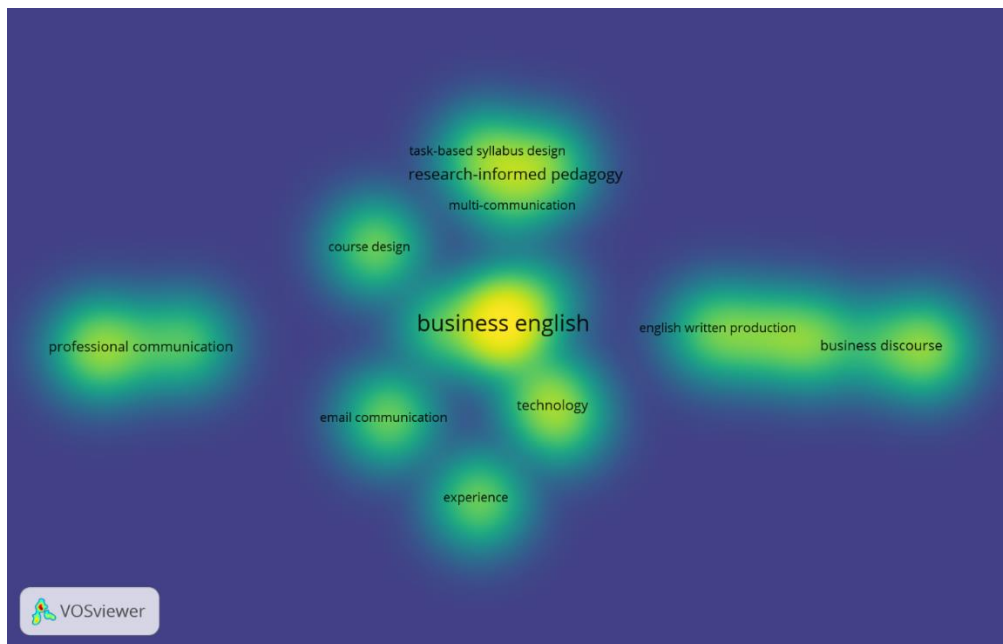### 3.2. Research Gaps and Providing Recommendations for Further Research

Based on this view, it appears that the study of Business English is related to various other types of research within the scope of different scientific fields. However, for example, if the focus is on "English" vocabulary, it will be related to several studies related to the context in higher education, second language learning, firm performance, technology, gender, social media, and intercultural communication. In addition, in the context of research locations, the figure shows that most of the research was conducted in China and Singapore. Almost the same thing is also shown in the focus on Business English terms which are mostly associated with the keywords experiential learning, professional communication, higher education, motivation, methodology, and technology.

Figure 5. Network Visualization on English Term

Figure 6. Network visualization on Business English term

Based on the visualization of the image above, it can be seen that in general, when talking about Business English, the context of the place or research setting has not been published on Scopus much. It can be seen that the setting is still dominated by China and Singapore. In addition, 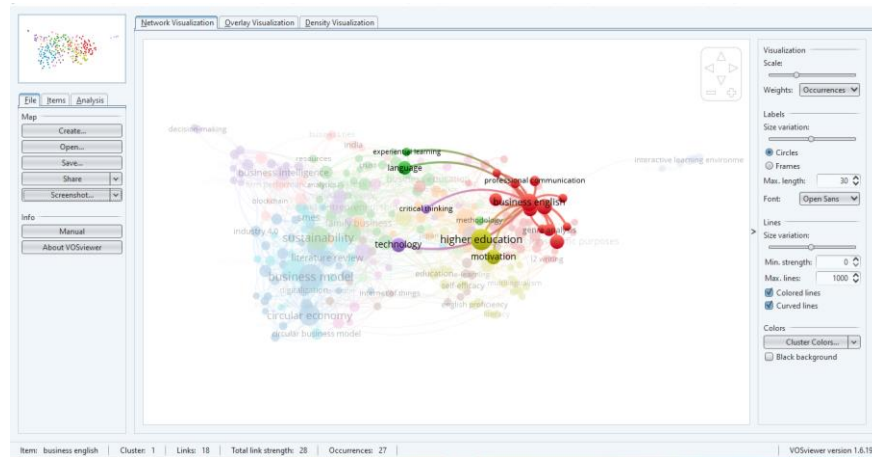Business English seems to be closely related to the field of professional communication, in the sense that research on Business English focuses on oral language, and not much has touched on the field of written language, for example when it is associated with writing formal letters, including application letters, offers. letter, complaint letter, recommendation letter, resume, or curriculum vitae. Thus, research with a focus on these areas can be explored further. Furthermore, the figure above also shows that the context of Business English research is focused on higher education, and has not touched on vocational high schools, where graduates are prepared to enter the world of work, for example, vocational high schools in the fields of hospitality, health and so on. This could be interpreted that the ability of Indonesian people in English skills is still low. Cited from Kompas (2022), it mentioned that Indonesia is in the 81st position out of 111 countries on the English Proficiency Index. Thus, it affected how high school or vocational high school graduates did not get enough English skills to face their future work or career.

Then, in the context of the distribution of research related to Business English, it was shown from 2014 to 2022 that the research on this time was dominated from 2015 to 2019. This is shown in the following figure:

Figure 7. Overlay Visualization on Business English Term

When referring to the relevance of the article, here are the 40 most important articles that can be used as references in the study of Business English according to the most relevant studies provided by the Science Direct website database.

No.	Title	Author(s)	Journal/publisher
1.	Exploiting hypothetical reported speech in the business English classroom	(Tadema, 2014)	English for Specific Purposes
2.	A contrastive analysis of metadiscourse features in business e-mails written by non-native speakers of English	(Carrió-Pastor & Calderón, 2015)	Procedia - Social and Behavioral Sciences
3.	A practitioner commentary: Flowerdew, J. and Wan, A. (2010). The linguistic and the contextual in applied genre analysis: The case of the company audit report. English for Specific Purposes 29 (2010), 78–93	(Saxon, 2010)	English for Specific Purposes
4.	A practitioner's commentary on Z. Zhang (2013) Business English students learning to write for international business: What do	(Davidson, 2013)	English for Specific Purposes

	international business practitioners have to say about their texts?		
5.	A researcher's commentary on Stephen Evans' "Just wanna give you guys a bit of an update": Insider perspectives on business presentations in Hong Kong (2013)	(Subero-Sáenz, 2013)	English for Specific Purposes
6.	Assessing Business English writing: The development and validation of a proficiency scale	(Wang & Fan, 2020)	Assessing Writing
7.	Becoming a member of the business community	(Zhang, 2023)	English for Specific Purposes
8.	Working Towards a Proficiency Scale of Business English Writing: A Mixed-Methods Approach, Li Wang, Fan Jason. Springer Singapore, Singapore (2021). 189 pp ERU 119,99. ISBN: 978-981-16-5448-0	(Xiao & Jin, 2023)	Assessing Writing
9.	Business English visualization system based on video surveillance and the Internet of things	(Qin, 2021)	Microprocessors and Microsystems
10.	Case Study as an Active Method of Teaching Business English	(Beckisheva et al., 2015)	Procedia - Social and Behavioral Sciences
11.	Collaborative learning and communication technologies in teaching business English	(Carrió-Pastor & Skorczynska, 2015)	Procedia - Social and Behavioral Sciences
12.	Commentary on Rogerson-Revell, P. (2008). Participation and performance in international business meetings. English for Specific Purposes, 27, 338–360	(Rogerson-Revell, 2008)	English for Specific Purposes

13.	Developing Good Academic Practice on Learning Business English with Open Web-based Educational Resources: The Results of a Pilot Study	(Dina & Ciornei, 2015)	Procedia - Social and Behavioral Sciences
14.	Developing intercultural competence in college business English students: A study of innovative teaching in China	(Mu & Yu, 2023)	International Journal of Intercultural Relations
15.	Dynamic managerial capabilities, firm resources, and related business diversification – Evidence from the English Premier League	(Holzmayer & Schmidt, 2020)	Journal of Business Research
16.	English and Russian vague category markers in business discourse: Linguistic identity aspects	(Malyuga & McCarthy, 2018)	Journal of Pragmatics
17.	Evaluation of the pedagogical impact of Business English textbooks on teaching critical thinking skills	(Jiang, 2022)	Heliyon
18.	Exploring request emails in English for business purposes: A move analysis	(Park et al., 2021)	English for Specific Purposes
19.	Exploring the Roles of English: English as a Lingua Franca in Master's Programmes at WU Vienna University of Economics and Business	(Komori-Glatz, 2015)	Procedia - Social and Behavioral Sciences
20.	Good, better, Best: English language development practices in graduate business programs	(Andrade et al., 2019)	The International Journal of Management Education
21.	How Thai businesses utilize English in their product names	(Snodin et al., 2017)	Kasetsart Journal of Social Sciences
22.	Inclusivity and exclusivity in English as a Business Lingua	(Millot, 2017)	English for Specific Purposes

	Franca: The expression of a professional voice in email communication		
23.	Innovative Business English Methodology in Iran	(Latif & Shafipoor, 2013)	Procedia - Social and Behavioral Sciences
24.	Integrating multi-communication research and the business English class	(Gimenez, 2014a)	English for Specific Purposes
25.	Internationalizing the business school: A comparative analysis of English-medium and Spanish-medium instruction impact on student performance	(del Campo et al., 2023)	Evaluation and Program Planning
26.	Investigating a research-informed teaching idea: The use of transcripts of authentic workplace talk in the teaching of spoken business English	(Chan, 2017)	English for Specific Purposes
27.	Mobile learning and its impact on business English learning	(Teodorescu, 2015)	Procedia - Social and Behavioral Sciences
28.	Multi-communication and the business English class: Research meets pedagogy	(Gimenez, 2014b)	English for Specific Purposes
29.	Personification and relationships in English as a Medium of Instruction business discourse: Crossing paths in metaphorical constructions	(Fielden-Burns & Piquer-Píriz, 2022)	Journal of Pragmatics
30.	Proposing and illustrating a research-informed approach to curriculum development for specific topics in business	(Chan, 2018)	English for Specific Purposes

English

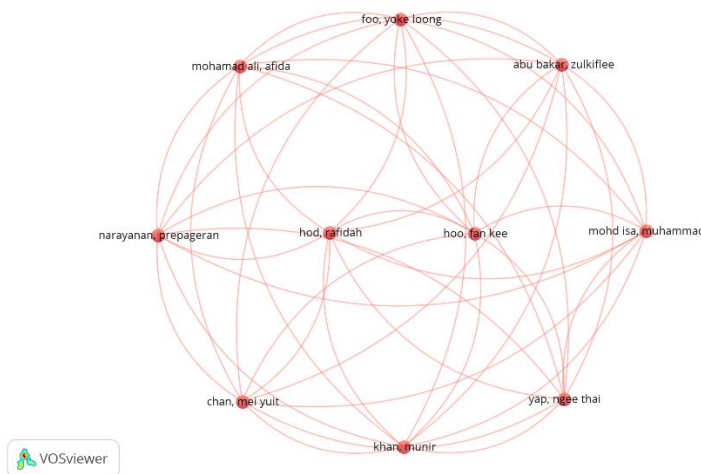| 31. | Semantic and Pragmatical Aspects of English Business Lexemes in Turkic Languages | (Doszhan, 2016) | Procedia Economics and Finance |
32.	Stilettoed Damsels in Distress: the (un)changing depictions of gender in a business English textbook	(Goyal & Rose, 2020)	Linguistics and Education
33.	Teaching business English – a challenge both for students and academics	(Zagan-Zelter & Zagan-Zelter, 2010)	Procedia Social and Behavioral Sciences
34.	The business of teaching English as a second language: A Libyan case study	(Najeeb, 2013)	Procedia Social and Behavioral Sciences
35.	The Compilation of a Corpus of Business English: Syntactic Variation	(Carrió-Pastor & Muñiz-Calderón, 2013)	Procedia Social and Behavioral Sciences
36.	The effects of an AWE-aided assessment approach on business English Writing performance and writing anxiety: A contextual consideration	(Sun & Fan, 2022)	Studies in Educational Evaluation
37.	The project SubESPSKills: Subtitling tasks for students of Business English to improve written production skills	(Ávila-Cabrera & Corral Esteban, 2021)	English for Specific Purposes
38.	The Storyline Approach in Teaching Business English to Linguistic Students	(Budlova, 2014)	Procedia Social and Behavioral Sciences
39.	Using business negotiation simulation with China's English major	(Xie, 2023)	Heliyon

	undergraduates for practice ability development		
40.	Utopian Business English Course Delivery: Avoiding Dystopia in Class	(Lăzărescu, 2013)	Procedia Social and Behavioral Sciences

3.3. Business English Research and Co-Authorship in English For Specific Purposes Journal

Looking at several journals that are specifically "home" for the field of English studies, one of them is related to Business English, namely the Journal of English for Specific Purposes. Based on processed bibliographic data from VOSviewer for several publications with the keywords "Business English" related to keywords, for example, email, student engagement, ESP, professional communication, material design, legal writing, legal English, corpus analysis, international meetings, and so on according to the following visualization (Figure 8). In addition, for publications in this field, the years between 2015 and 2017 are dominated as shown in the overlay visualization in Figure 9.

Figure 8. Network Visualization on Business English Term in English for Specific Purposes Journal

Figure 9. Overlay Visualization on Business English Term in English for Specific Purposes
Journal

Figure 10. Density Visualization on Business English Term in English for Specific Purposes
Journal

In addition, looking at the co-authorship in the English for Specific Purposes Journal, several researchers intensively write on themes related to Business English, which is illustrated in the visualization in Figure 11.

Figure 11. Co-Authorship Visualization on Business English Term in English for Specific Purposes Journal

3.4. Discussion

Bibliometrics refers to a statistical methodology that allows for the quantitative examination of research papers centred around a particular subject, employing mathematical techniques. It facilitates assessing the quality of studies, identifying key research areas, and predicting future directions. The extensive collection of significant research papers within the Scopus online database is accompanied by integrated analysis tools that facilitate the creation of informative visualizations. Furthermore, search outcomes from Scopus can be exported to software applications such as VOSviewer for additional analysis. (Yu et al., 2020).

Bibliometric research often employs two primary categories of maps. These categories are known as distance-based maps and graph-based maps. Distance-based maps illustrate the intensity of the connection between items by representing their relative distances. A shorter distance indicates a stronger relationship between the items. Distance-based maps often exhibit uneven distribution of items, allowing for easy identification of clusters. Nevertheless, it can be difficult to assign labels to all items on the map without encountering label overlap. In contrast, graph-based maps avoid relying on distance as an indicator of relationship strength and instead utilize lines to represent connections between items. Graph-based maps typically exhibit a more even distribution of items, thereby minimizing the issue of overlapping labels. Nonetheless, when compared to distance-based maps, graph-based maps possess a drawback: it is generally more challenging to visually evaluate the intensity of relationships between two items. Moreover, identifying clusters of interconnected items can also prove to be more difficult in graph-based maps. (van Eck & Waltman, 2010). Bibliographic analysis using VOSviewer is a powerful method to visually explore and analyze the structure of scientific literature based on bibliographic data. VOSviewer helps researchers create bibliometric visualizations and maps. It allows users to analyze citation networks, co-authorship patterns, and co-citation relationships among scientific publications (Purnomo, et al., 2023)

As mentioned before there was a lot of research that had been done about Business English, for example (Arif et al., 2019). In the study, it was stated that Narotama University had two classes of working students, namely class B and class C. Class B received face-to-face classical learning, while class C received classical learning and e-learning called Elina. This study conducted a quasi-

experiment to investigate the disparities between blended learning classes and traditional learning classes within the Business English course. The author employed the t-test method to assess scores on midterm exams, final exams, assignments, attendance, and overall semester performance. The findings indicated that there was no statistically significant distinction between the blended learning class and the traditional learning class in terms of total scores and attendance. Nevertheless, there are two notable variations worth mentioning. Firstly, the blended learning class achieved lower scores in the midterm assessments compared to the traditional learning class. Secondly, in terms of final exam and assignment scores, the blended learning class outperformed the classical learning class by obtaining higher scores.

Another research was conducted by (Prasodjo et al., 2021) to evaluate how well the Business English program at a private university in Batam aligns with the practical requirements of today's workplaces, as seen through the eyes of students. This investigation involved the distribution of surveys to 60 students who were enrolled in Business English courses at the university. According to the results, students view the Business English curriculum as highly pertinent to the demands of the Batam job market. Additionally, the article underscores the importance of tackling the challenge of improving students' speaking confidence in English, which is a vital component in refining the Business English curriculum. Furthermore, the article proposes further research to delve into an effective Business English curriculum that not only addresses current demands but also bolsters students' self-assurance in spoken English. Then, there was research conducted by (Ria & and Malik, 2017) which found the significance of conducting a thorough needs analysis to develop a curriculum that harmonizes with the students' requirements and real-world employment scenarios. The data collected via surveys and interviews indicates that Economics students necessitate distinct English skills contingent on their prospective career domains. Consequently, this study furnishes educators with valuable insights for devising a Business English curriculum that resonates with the student's needs and the professional realm. Worth noting is that despite previous research efforts, a comprehensive literature review specifically focusing on Business English has not been previously undertaken.

4. CONCLUSION

Based on the explanation above, it can be concluded that bibliographic analysis research using the keyword "Business English" has not been done much. From this research, it can also be concluded several things related to the possibility of future research related to Business English, for example, in general, when talking about Business English, the context of the place or research setting in Indonesia has not been published in Scopus much about it. It can be seen that the setting is still dominated by China and Singapore. In addition, Business English seems to be closely related to the field of professional communication, in the sense that research on Business English focuses on oral language, and not much has touched on the field of written language, for example when it is associated with writing formal letters, including application letters, offers. letter, complaint letter, recommendation letter, resume, or curriculum vitae. Thus, research with a focus on these areas can be explored further. Furthermore, the previous description showed that the context of Business English research is focused on higher education, and has not touched on vocational high schools, in which graduates are prepared to enter the world of work, for example, vocational high schools in the fields of hospitality, health and so on. This bibliographic research still has shortcomings so other research related to similar themes can be carried out, for example by taking databases from the Web of Science, Google Scholar, DOAJ, and so on. Making comparative studies between databases can also be an interesting follow-

up research.

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