THE IMPACT OF BLENDED LEARNING ON THE TEACHING EFFECTIVENESS OF BUSINESS ENGLISH STUDENTS AT SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

The research aims to explore the impact of blended learning on the teaching effectiveness of Business English major students at Suan Sunandha Rajabhat University. In 2015, Suan Sunandha Rajabhat University implemented online instructional strategies and produced electronic learning media. Previous research found that online learning is ineffective, has incompatibility with the development of studies, and also inequality in terms of socio-economic factors (Thongsawang, 2022). Other researchers also found that the face-to-face teaching method has been replaced by blended learning, and there are some challenges, such as incapable online materials, student absence engagement, inconsistent upskilling and reskill, lack of support from the university, etc (Ronnaritivichai, Reshaping Strategies: The Pedagogical Continuity In Higher Education During Post-Covid-19, 2022). This research applied mixed methods with a total sample of 135 correspondences chosen by purposive sampling. The results, blended learning brings effectiveness to the teaching method in the Business English programme shown by results that blended learning creates new learning environments to encourage students' engagement and active participation; students show the improvement of their study interest and focus for their future carrier and education, blended learning bring high participation to the results of students' tasks and projects, and also bring student satisfaction with learning systems.

Keywords: Blended Learning, Teaching Effectiveness, Business English, SSRU.

INTRODUCTION

Suan Sunandha Rajabhat University implemented blended learning, a combined face-to-face teaching method and an online learning system that became more popular after the COVID-19 pandemic. During the COVID-19 pandemic, the rest of the world faced lockdowns, which affected society's mobility in all sectors, especially education systems. All students studied online from home using many online learning platforms, e.g., Google Classroom, Google Meet, ZOOM, VOOV, and Kahoot. Starting in 2020, the University started offering General Education courses studied in class and live streaming via YouTube combined with the online learning platform. Previous research found that online learning is ineffective, incompatibility with the development of studies, and unequal regarding socio-economic factors (Thongsawang, 2022). Other researchers also found that the face-to-face teaching method has been replaced by blended learning, and there are some challenges, such as incapable online materials, student absence engagement, inconsistent upskilling and reskilling, lack of support from the university, etc. (Ronnaritivichai, 2022). The research aims to explore the impact of

blended learning on the teaching effectiveness of Business English students at Suan Sunandha Rajabhat University.

OBJECTIVE

The objective of this research, such as:

1. To investigate the level of student engagement in blended learning compared to traditional teaching methods.

2. To evaluate the academic performance of business English students in a blended learning setting.

3. To assess the perceived effectiveness of teaching methods in the blended learning environment from the perspective of both students and instructors.

4. To gauge student satisfaction with a blended learning approach.

RESEARCH METHODOLOGIES

This research was designed using mixed-methods research to investigate the impact of blended learning on the teaching effectiveness of business English students at Suan Sunandha Rajabhat University by combining qualitative and quantitative methods to get better results than qualitative or quantitative research (Creswell, 2009). Mixed-methods research is generally used to get a better understanding and widely extend the discussion while also testing the research results in different ways (Rofiqoh & Zulhawati, 2020). This research used the sequential exploratory mixed method in concurrent embedded types to strengthen the research results. The research involves the first phase of qualitative data and the analysis, followed by the second phase of quantitative data that builds on the results of the first phase of qualitative data (Creswell, 2009). So, the research design would look like
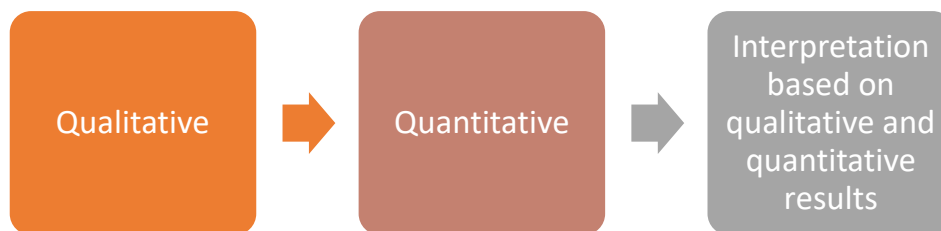
Picture 1
Exploratory Design Type (Creswell, 2009).

Population and Sampling

The population in this research is all the Business English lecturers and students at Suan Sunandha Rajabhat University, and the sample in this research has been chosen by purposive sampling based on the purpose of the research (Hardani, et al., Research Methods: Qualitative & Quantitative, 2020), with criteria as follows:

1) Enrolled in the Business English programme at Suan Sunandha Rajabhat University.
2) Has participated in any blended learning teaching method.
3) Have active status in the Business English programme.
4) Teach in Business English programme.

As a result, the total sample in this research consists of 135 correspondences.

Data Collection Methods

Research data is collected simultaneously (concurrently) for effectiveness with qualitative and quantitative methods.

- **Qualitative Data:** In qualitative data, the methods used to gather the data are interviews and group discussions. Interviews were conducted with course lecturers to obtain relevant data regarding the effectiveness of blended learning. Group discussions were also held with business English students to get the information about the effectiveness of blended learning.

- **Quantitative Data:** In quantitative data, the survey is used to gather the data. The observation also used to observe the learning process and student performance during the learning process.

Data Analysis

The technique analysis used in this research is mixed-methods, which is a combination of qualitative and quantitative techniques. Observation in the classroom and course materials will be analyzed to see their compatibility with the curriculum by interviewing the lecturer. The implementation of blended learning in Suan Sunandha Rajabhat University which is starting in 2020, the University started offering General Education courses studied in class and live streaming via YouTube combined with the online learning platform. This research will use triangulation techniques where quantitative and qualitative data are collected concurrently and compared to determine whether there is convergence, differences, or combinations (Rofiqoh & Zulhawati, 2020). Where the analysis process will look like:

Picture 2
Concurrent Triangulation Strategy (Rofiqoh & Zulhawati, 2020)

RESULTS

Blended learning combines face-to-face and online teaching methods to achieve the efficiency and effectiveness of teaching methods and the flexibility of learning (Stein & Graham, 2014). Based on that, this research aims to explore the impact of blended learning on the teaching effectiveness of Business English students at Suan Sunandha Rajabhat University by combining qualitative and quantitative approaches to examine the objective as follows:

1. **Assessing student engagement.**

Through blended learning, lecturers can mix face-to-face and online teaching methods and create new learning environments to encourage students' engagement and active participation. Survey results show that blended learning gives flexible schedules and more

options to lecturers and students to use many online tools to improve learning activities. Interview and group discussion results also show that blended learning gives positive feedback to learning activities through flexible schedules because it increases the student's learning experience for those who come to study in the class and those who study from home. Through the flexibility of study in blended learning, students who go for study exchange abroad or attend education seminars and training also find it beneficial to keep studying without missing their participation in the class through online learning. Other than that, through VOD (Video on Demand), students can review their study in case they missed some information in the class. Previous studies from Mufidah and Surjanti (2021) also showed that blended learning increased student engagement as 95.83% and the implementation's effectiveness to the students' learning independence as 73.84%.

2. Evaluate the academic performance of Business English students with blended learning teaching methods.

With the implementation of blended learning, especially in the Business English programme, students improve their study interest and focus on their future careers and education. Interviews and group discussions show that blended learning improves students' studies. They understand the study materials and feel more confident with Blended Learning than with onsite classes. The survey also shows that the students increase their academic performance, knowledge, and self-confidence. Previous research by Nachimuthu (2020) shows that students who participate in blended learning achieved better academic performance results than those participating in face-to-face teaching methods. Almasaeid (2014), through his research, also found that blended learning has a positive impact with a high level of performance on the test after implementing the blended learning method.

3. Evaluate teaching effectiveness.

Blended learning has a significant impact on the learning environment and experiences both for the students and the lecturer in the Business English Programme. The survey results show that the flexibility and clear instruction that the lecturer gives through online learning platforms such as Google Classroom bring high participation to the results of students' tasks and projects. Interviews and group discussions show that students prefer interactive learning through many platforms, such as blended learning, compared to the conventional teaching method. Previous research by Abdullah (2018) also showed that blended learning is more effective than face-to-face learning methods.

4. Examine student satisfaction.

The quantitative and qualitative results show that students of Business English at Suan Sunandha Rajabahat University are satisfied with the blended learning teaching method. The previous research, which took place in the Demonstration School of Suan Sunandha Rajabhat University, shows that the students are also satisfied with online learning (Taweethong & Korbuakeaw, 2023).

CONCLUSIONS

In summary, blended learning brings effectiveness to the teaching method in the Business English programme, shown by results that blended learning creates new learning environments to encourage students' engagement and active participation; students show the improvement of their study interest and focus for their future carrier and education, blended learning brings high participation to the results of students' tasks and projects, and also bring student satisfaction with learning systems.

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