Students' Attitudes towards Online Learning at Tay Do University

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ABSTRACT

Online learning was a big challenge for students. This study aimed to investigate students' attitudes towards online learning at Tay Do University. Thirty-one students from different majors studying at Tay Do University were selected to participate in this study. A questionnaire was used as a tool for this survey with the aim of investigating students' attitudes towards online learning. The results of the study showed that the students had both positive and negative attitudes; however, the positive attitudes were more than the negative ones. Based on the findings of this study, a number of suggestions were proposed to help teachers and students in online teaching and learning.

Keyword: *Covid-19 epidemic, Difficulties in learning speaking online, Problems in speaking*

1. INTRODUCTION

The Covid-19 pandemic has had a great impact on all aspects of social life. Because of the alarming level of danger and the ability of Covid 19 to spread very quickly, people cannot meet and chat with each other directly, but through the Internet and social networks. Therefore, face-to-face learning at school is impossible, so online learning is also becoming more and more popular around the world. This is the only option to be able to teach and learn with the current situation. If before, online learning was only for busy people, today online learning has been applied by the Ministry of Education to all levels of education from elementary to university or higher.

However, online learning is also quite difficult for students because of the problems that students face when participating in online learning. Factors such as students not being able to chat with friends like at school and becoming increasingly isolated from interacting with teachers. When using the internet to study, students are often distracted with other interesting things on social networks such as Facebook, games. Making students lose interest in the lesson. On the other hand, due to ambient noise, students are distracted or can't hear the teacher's lecture. In some research papers that have been conducted, I am particularly interested in students' attitudes towards online learning. Because learning attitude is one of the important factors contributing to the assessment and quality of teaching as well as the quality of students' learning. That is also what we need to clarify here. The purpose of our research is students' attitudes towards online learning at Tay Do University.

Research question
This study was conducted in order to answer the following question:
What are the attitudes of students at Tay Do University towards online learning?

2. LITERATURE REVIEW
2.1 Definitions of online learning
Online learning is not a strange word, and there are different interpretations of the definition of an online classroom. One of the most common understandings is the method of distributing learning materials and teaching content. Based on modern electronic tools such as phones, computers, ect through the Internet, teachers and students communicate directly with each other through applications: chat, email, forums, or online seminars.
2.2 Students' attitudes towards online learning
The first online classes were launched in 1986 by John F. Kennedy University in California - USA. Until today. With the online learning method, now more than 80% of organizations and universities provide and design websites, including large universities such as Harvard University, University of Chicago... Because of the convenience of online learning, many people consider it easier than traditional training, students' attitudes are the clearest reflection of the success of online learning.

Positive

If you want to learn online effectively, you need to change your thinking and teaching methods in a proactive and positive way. Teachers should be flexible and energetic in teaching to increase efficiency when not being able to meet and interact with students and students themselves should raise their awareness and take responsibility for their learning. Students need to keep a highly serious attitude in online classes, so they are more responsible for their learning, from preparing a good Internet connection, actively "off" emails, messages and other social networks to be enthusiastic to participate in classroom activities. Technology can expose learners to the vast knowledge base of humanity and change many things, but it can also bring challenges for learners. The key issue still lies in the "state of mind" of learners and teaching methods. The more positive the learning attitude changes, the more it adapts and maximizes the effectiveness of the new form of learning. Students are satisfied with online learning because of the following factors. Students are satisfied with online learning because of the following factors:

Reliability

The higher the reliability, the higher the student satisfaction. The reputation of the teacher plays a significant role in making learners believe in the value that the course brings.

Responsiveness

Student problems are always handled quickly and accurately. Technical issues are handled by the support team 24/7. Questions about the content of knowledge are answered soon by the lecturer. Teaching methods and teaching content are suitable for each student for maximum effectiveness.

Assurance

The sincere and enthusiastic attitude of the lecturer when supporting or answering students' questions. Instructors have the ability to solve students' problems when participating in the course. The lecturer's responsible for the quality of the output of the course, whether the knowledge meets the actual needs when applied to the job. Students have confidence in their work.

Sympathy

Students are respected and given special attention when participating in online learning. Instructors support difficult cases when needed. Students' learning space is richer.

Tangibility

Resources are rich and easily accessible. The features on the online teaching website meet the learning needs of students. The experience of students when participating in classes in the online environment makes a good impression.

Negative

Online learning makes many students feel uncomfortable because they have to interact with teachers and friends through screens. In traditional classrooms, teachers can give direct feedback and evaluation to students. Moreover, when using the internet to study, many of the students are still distracted by countless other interesting things on social networks. As a result, they spend a lot of time doing other things that lead to distraction during class. The following factors could make the students have negative attitudes towards online learning.

Evaluation of learning is limited

Online assessment and examination is still a dilemma that cannot be completely solved. Many educational institutions spend a great deal of time researching and finding the right direction.

Limited communication and group work

When studying online, the time for students to talk and exchange in groups will be reduced. If this situation persists, the ability to communicate and work in groups may be reduced. If these issues are ignored, many students will lose soft skills after graduation.

Creating a sense of isolation

Currently applied online learning programs tend to make students keep quiet, aloof and lack interaction with teachers and friends. As a result, many students, even teachers, began to show signs of social isolation. Experts say this stems from a lack of person-to-person communication.

Theory more than practice

Online learning is limited in terms of space, so it is more difficult to practice. Many online learning platforms have solved and improved this problem, but the situation where theory overwhelms practice has not completely disappeared. In other words, without direct learning and no practical tools, students still have to rely largely on theory.

3. METHODOLOGY
3.1 Participants

Subjects participating in this study were 31 students of online courses at Tay Do University. They come from different areas, both rural and urban. Their ages ranged from 19 to 21. There were 21 females and 10 males. They were given questionnaires to get information about their attitudes towards online learning.

3.2 Instrument

The instrument of this study was a questionnaire used to gather opinions from the participants. The questionnaire consisted of two parts. Part 1 was students' general background information such as age, class, gender, etc. The second part included 20 statements regarding students' positive and negative attitudes towards online learning. This part was designed on the basic of the five-degree scales including strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA).

4. RESULTS

4.1 General results

The results from the questionnaire were presented in the following table.

Table 1. Students' attitude towards learning online

Students' attitude towards learning online at Tay Do University	Percentage (%)
1. Positive attitude	51.3%
2. Negative attitude	66.1%

As we can see from data table, the percentage of negative attitude (accounting for 66.1%) was slightly higher than the positive attitude by 8.3%. The three main problems in the survey are feeling pressure to study and take the internet to study, and learning is affected because of problems such as poor Internet connection, noise. In addition, the issues of educational methods or study materials, the majority of students are satisfied.

4.2 Students' positive attitude towards learning online

Table 2 shows the percentage of students who had positive attitude towards online learning.

Table 2. Students' positive attitude towards online learning

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage (%)	20%	31.3%	31.9%	7.4%	9.4%

Based on the data of this table, we could see that 51.3% (20% for strongly agree and 31.3% for agree) of the students were satisfied with online learning. This meant that approximately half of the students liked the teaching method, the teacher, the amount of knowledge they acquire when studying online.

4.3 Students' negative attitude towards learning online

Table 2 shows the percentage of students who had negative attitude towards online learning.

Table 3. Students' negative attitude towards online learning

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage (%)	34.8%	31.3%	18.4%	8.4%	7.1%

The above table shows the number of students who strongly agreed (34.8%) and agreed (31.3%) to the problems of online learning affecting their psychology such as being distracted, feeling isolated, setting up, noisy study space, and poor network quality. This meant that there were still many problems arising for students when studying online.

5. CONCLUSION

After analyzing the data collected from the questionnaires, the researcher figured out that the students had more negative attitudes towards learning online. These negative attitudes could come from the causes such as being

distracted, feeling isolated, noisy learning space, and poor network quality. Through the research results, the researcher found that learning English speaking online was not easy for the students. Therefore, the following measures are proposed for teaching and learning online at Tay Do University. For teaching, the teachers should speak slowly, with clear pronunciation so that the students properly understand the message that the teacher conveys. Teachers can design interactive learning activities such as debates, group work, projects, case studies, role plays, and presentations to help students acquire skills other than classroom knowledge and made lectures more interesting. When organizing online lessons, not all students could attend on time, so teachers need to save the lecture and the entire lecture content and share it with them when the class is over. Moreover, teachers can create many lively and innovative teaching materials so that students will be more interested in learning to speak online. For learning, students should build their own study space because the surrounding environment easily affected psychology when studying online. After each teacher's lecture, students should actively interact with questions and participate in discussions. This helps students grasp information better but also understand the problem quickly. Students should take full notes and read them again after each lesson. Because if you did not take notes, it means that students refuse to receive that knowledge. Besides, students must keep good health, health was a fundamental and important factor determining the success or failure of your online learning process.

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