Online Learning from Students' Perspectives

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Abstract: This study aimed at (i) investigating the advantages and disadvantages of online learning from vocational students' perspectives, and (ii) considering their attitudes towards online classes. A questionnaire, and an interview were used to collect data and opinions from students. Seventy-one students from Binh Thuan Province Vocational College participated in this study answering the questions; and nineteen among them took part in interviews with the researcher. This study revealed that in students' view, the advantages of online learning include an easy access to the Google Meet application, improvements in technical skills, meeting course requirements, enough requested knowledge achievement, and the flexibility in learning. Meanwhile, the disadvantages were problems with microphones or webcams, disturbances from outside, expensive Internet services, difficulties in pair work and group work, and spending much time on the internet. Nevertheless, students were generally eager with online learning because they had chances to familiarize themselves with various online platforms, continue learning through the internet by themselves, and also they could avoid bad weather or travelling.

Keywords: Online learning, students' perspectives, advantages, disadvantages, learning attitude

I.   Introduction

In Vietnam, according to National statistical office, the COVID-19 pandemic in 2019 has significantly affected the education system. Because both teachers and students could not go to school, online learning becomes an effective approach in order to ensure continuity of training programs for students. As a result, some conferencing stages like WebEx, ZOOM, and Google Meet and learning administration frameworks such as Moodle, Chalkboard have been used to support teaching and learning.

As an educational institution in a city of Vietnam, Binh Thuan Province Vocational College, (BTPVC) has transferred to the online delivery of class contents and Google Meet and Google Classroom have become main learning management systems (LMS) together with other platforms, applications, and tools used by many teachers to assist them in their teaching.

Online learning has both strong and weak points. Park (2009) stated that the internet plays an important role in education. It is regarded as an information store, and can create unlimited communication, online interactive learning and research. Thus, it can lead to a world of innovation, learning development, and universal education. In addition, Ciglaric and Tone (1998) theorised that the educational quality can be improved based on the internet. Dryli and Kinnaman (1996) added that with the internet, learners are able to discover information, think creatively, and to solve problems. Generally speaking, communication and information are two crucial benefits that the internet provides. (Warren et. al., 1998).

However, unlike traditional face-to-face learning, online course requirements should include a multimedia environment, information sharing, e-learning devices, and an online community (Oyarzun, Stefaniak, Bol & Morrison, 2018). Furthermore, one great possible limitation that affects online learning is the online infrastructure (Aljaraideh & Al Bataineh, 2019).

Thus, in this paper I focus on the advantages, disadvantages, together with the attitudes that students faced and had during online learning at a vocational college for the first time due to the COVID-19 epidemic.

It is clear that online learning has supported the continuity of the training process of BTPVC. It offers students flexibility in learning anytime and anywhere. However, not all students have coped with this new method of studying easily.

Thus, it can be said that online learning has both advantages and disadvantages.

The study answers the following 2 questions:

1. What are the advantages and disadvantages of online learning from the students' perspectives?
2. What are students' attitudes towards online learning?

If this study can determine advantages, disadvantages, and attitudes of students at a Vietnamese vocational college in online learning, and then it may benefit other teachers, students, and academic scholars who are interested in online delivery of classes and education. From the research results, the teaching staff can increase the effectiveness of online learning and teaching through analyzing the students' experiences on this type of learning. Moreover, the questionnaire of the study may serve as a tool for further studies.

II.   Literature Review

The following is a review of theoretical literature about online learning from students' perspectives.

Firstly, the benefits of online class delivery have been proved through many studies. Simmons (2004) stated that educational institutions have increasingly used the internet for learning during the COVID-19 epidemic, and many of advantages have been shown through this form of learning; college students can access the online materials at any time, and then discuss them with lecturers, and lecturers can also interact with their students when necessary. Other advantages of online learning were also suggested by Thurmond (2003). For instance, online learners are able to access growing quantity of online learning resources through online journals and websites. Furthermore, based on technology, far-off groups can interact about shared topics, and students living many miles away can still construct a sense of community. (An & Kim, 2006). In addition, online learning offers students flexibility in choosing the most convenient times and places which fit their learning interests and needs (Gilbert, 2015).

Zhang and Jay (2003) supported many advantages such as there is not only an interaction between the learners, instructors, and learning environment but learners can also get a large variety of learning resources recommended by teachers. Additionally, online learning is flexible and convenient (Cole, Shelley & Swartz, 2014). Kalal and Nayak's study (2020) revealed students were satisfied with on online learning due to plentiful learning resources and information provided by instructors.

When investigating the online instructor-learner interaction through students engaging in a Master's degree course, Browne (2003) pointed out that learners have more time and chances for viewed response, review and practice. Moreover, through an interview of 12 students, Park and Bonk (2007) noted that significant benefits of online learning include learners' feedback and the interactions with peers and instructors. Also, the study results of Kalal and Nayak (2020) revealed the satisfaction of students with online learning due to plentiful learning resources and information provided by instructors.

In a study to explore learners' beliefs towards online courses, 43 college students from Midwestern College participated in research conducted by Alexander, Truell, and Zhao (2012). The results showed a large number of the students were satisfied with the online course due to its flexibility. The participants stated that they no longer spent money on expensive meals outside, junk food and parking, and they experienced reduced stress not having to enter class on time, find parking, or deal with some students disrupting classes.

However, online learning has its drawbacks. To illustrate, Vonderwell (2003) and Sit et. al (2005) proved that face-to-face social connections disappears with online learning, and learners' loneliness and isolation increased due to a lack of direct communication. (Bullen, 1998; Hara and Kling, 2001; Zembylas et al., 2008). Rovai et al., (2005), also found "a lack of community and social communication in online learning". (Rovai, et al., 2005, p.4). Also, Cole, Shelley & Swartz (2014) found there was limited in interaction among learners and lecturers in this form of learning.

Zhang and Jay (2003) said that the disadvantages of online learning include technological barriers which make it difficult to conduct activities such as laboratory experiments, and not all learning styles suit online learning as learners are challenged by technological problems such as the internet access. (Browne, 2003), as well as other

major disadvantages such as time restriction and language problems (Park and Bonk, 2007)

Alexander, Truell, and Zhao (2012) also noted three basic disadvantages to online learning which were (i) the students do not follow strictly the lesson contents because they did not need to communicate face-to-face with the instructor, (ii) technological hindrances such as misunderstandings and anxiety induced when trying to contact the instructor, and (iii) there was an increased possibility of cheating among learners. Furthermore, in Kalal and Nayak (2020)'s study instructors' challenges in carrying out online lessons and technical issues for the learning effectiveness emerged.

In short, previous studies have highlighted both benefits and drawbacks of online learning.

III.   Research Methodology

In this study two instruments were used to collect data from 71 participants who were from BTPVC in Vietnam. The first was a questionnaire and the second was interviews.

Questionnaires are a universal way to collect data since they are fairly convenient and easily quantify the data obtained (Kumar, 1996). They are also "the most common method of collecting survey data" (De Vavs, 2001), and are therefore were useful in collecting data. In this study, the questionnaire consisted of 2 sections. The first section consisted of 6 questions which pertained to the demographic information of participants such as, age, the participants' field of study, their academic year, their abode, and device through which they were learning. The second section consisted of 25 statements with a Likert scales each of five points – strongly agree, agree, neutral, disagree, and strongly disagree – for the participants to express the degree of agreement to each of the statements (see Appendix 1). A high score on the scale indicated a positive opinion and a low score on the scale specified a negative opinion. The twenty-five statements assessing students' advantages and disadvantages about online learning and their studying attitudes were divided into 3 groups. Group 1, technical problems of online learning, statements 1-9; group 2, educational problems with online learning, statements 10-17; and group 3, statements 18-25, which were about attitude towards online learning.

The questionnaire was written in Vietnamese to ensure that the participants would have been able to grasp an accurate understanding of the questions. After it was drafted, the questionnaire was piloted by 8 people to determine if it would achieve the goals of this study, to minimize potential misunderstandings, and to eliminate unnecessary elements in the questions. The questionnaire was posted online through Google Meet on January, 5th, 2022. Students' responses were collected from 8th to 15th of January, 2022. Data were processed and analysed from January, 20th, 2022 using a Microsoft Office Excel spreadsheet.

Three semi-structured interview questions were designed to obtain deeper reflection from the participants and to elicit examples of online learning. The questions were piloted with 6 students after which it was adjusted to align with the focus of the research. The interviews took place online as well as they were conducted at the time of upcoming Vietnamese Lunar New Year holiday, and the COVID-19 pandemic had not subsided sufficiently. Each interview was conducted between the researcher and one participant, and lasted about 15 minutes. The researcher took notes during the interviews, which were then transcribed, and translated into English for coding. The data then returned to the participants for verification. For analysis, the answers data was grouped into the following themes (i) students' advantages when learning online, (ii) students' disadvantages when learning online, and (iii) what would be needed to overcome the challenges. Each interview was given a number, and participants were each assigned a code number, enabling all data obtained to be identified. Pseudonyms were given to all participants and proper names to ensure confidentiality.

IV.   Results of the study

The results of the study are presented in answer to research questions regarding the advantages and disadvantages of online learning from students' perspectives as well as their attitudes towards this new method of learning in order to explore the benefits and shortcomings of online classes and learning attitudes of the vocational college students at a Vietnamese educational institution.

4.1. Demographic Information

To arrive at an accurate description of the demographic information of the study sample, frequencies and percentages were used. Table (1) shows the results of the analysis for these variables.

Var.	Categories	Frequency	Percent
Age	15-16	52	73.2
	17-18	19	26.8
Study majors	Electricity	31	43.7
	Mechanic	23	32.4
	Air Conditioning	17	23.9
Studying year	1	53	74.6
	2	18	25.4
Learning devices	Phone	34	47.9
	Desktop	25	35.2
	Laptop	12	16.9
Owning learning devices	Yes	33	46.5
	No	38	53.5
Living place	City	28	39.4
	Town	32	45.1
	Village	11	15.5

Table 1: Participants' Demographic Data

All participants were male students living in different places: in the city (39.4%), in a town (45.1%), and in a village (15.1%). The study sample constituted of 73.2% 15-16 olds, while the percentage of 17-18 was 26.8%; and their majors included electricity (43.7%), mechanics (32.45%), and air conditioning (23.9%). The percentage of freshmen was higher than that of sophomores, 74.6% compared to 25.4%. Finally, the results indicate that 46.5% of the participants had their own learning devices, while 53.5 % did not. Thus, there are no big differences in age and year of study of the participants, and they are all from engineering majors. However, their place of abode and learning devices when attending the online classes varies. The number of participants who had their own learning devices was similar to the ones who did not.

4.2. Educational Problems of Online Learning

The result of technical problems was shown in Table (2) as follows:

Categories	Strongly Agree (1)		Agree (2)		Neutral (3)		Disagree (4)		Strongly Disagree (5)	
Statements	N0	%	N0	%	N0	%	N0	%	N0	%
No challenge in accessing the online learning platform	35	49.3	19	26.8	8	11.3	4	5.6	5	7.0
Being able to download learning materials easily.	31	43.7	20	28.2	11	15.5	6	8.5	3	4.2
Being able to improve technical skills yourself during the online course.	52	73.2	11	15.5	4	5.6	3	4.2	1	1.4
Having a stable internet connection	30	42.2	22	31.0	11	15.5	5	7.0	3	4.2

High expense on internet services	47	66.2	10	14.1	7	9.9	5	7.0	2	2.8
Difficulty in interacting with online learning platforms.	37	52.1	21	29.6	7	9.9	3	4.2	3	4.2
It is easy to access the Google Meet application.	57	80.3	9	12.7	2	2.8	1	1.4	2	2.8
Problems with microphone or webcam	48	67.6	11	15.5	4	5.6	3	4.2	5	7.0
There are some disturbing problems from outside during online learning meeting	50	70.4	8	11.3	7	9.9	4	5.6	2	2.8

Table 2: Technical Issues of Online Learning

According to the technical problems of online learning, a large majority (80.3%) of the participants emphasized their strong agreement on the statement "It is easy to access the Google Meet application.", while only 7.0% was from neutral to strongly disagree. Thus, this statement reflects the most advantageous point regarding the technical issue. In the interview, the participants also confirmed that they did not meet any difficulties when using Google Meet application. On the other hand, there are 59 out of 71 participants, account for 83.1 % admitted that they had "Problems with microphone or webcam". It was the outstanding disadvantage of online learning. When being asked in the interview, students said that this problem may come from their learning devices. These problems led to the challenges in studying for they could not interact with the teacher and peers well. And 71.9% of the participants highlighted they strongly agree and agree with "Being able to improve technical skills yourself during the online course" made it another advantage of online learning. In fact, students shared that if it were not because of the online courses, they would not have explored the technical matters like they have done. Online learning made them more curious about technical issues, so their skills on this field enhanced. Moreover, the statement "There are some disturbing problems from outside during online learning meeting" represented the most disadvantageous point regarding the technical issue. There are 81.7 % of students were distracted from the outside elements when learning. Most interviewees admitted that when they were learning online, the noises of barking dogs, construction sites, baby cries or arguments among neighbors in the neighborhood made learning really inconvenient. Besides, "High expense on internet services" was one of the matters that students faced during the online course. Over 80 % of them supposed that they had to spend not small amount of money on internet service to be able to attend the classes. Thus, they all wished to get reasonable internet packages for students.

4.3. Educational Problems of Online Learning
This part shows the results related to educational problems of online learning.

Categories	Strongly Agree (1)		Agree (2)		Neutral (3)		Disagree (4)		Strongly Disagree (5)	
Statements	**N0**	**%**	**N0**	**%**	**N0**	**%**	**N0**	**%**	**N0**	**%**
Online learning allows the flexibility in learning	56	78.9	9	12.7	5	7.0	1	1.4	0	0
Being able to get requested knowledge in the training course through online learning	58	81.7	10	14.1	3	4.2	0	0	0	0
Many online platforms are presented.	35	49.3	18	25.4	11	15.5	4	5.6	3	4.2
It is difficult for us to work in pairs or in groups via Google Meet.	58	81.7	11	15.5	2	2.8	0	0	0	0

I can hear what the teacher says clearly.	33	46.5	27	38.0	9	12.7	1	1.4	1	1.4
I give the signal to ask or answer the question, but the teacher does not realize immediately.	1	1.4	3	4.2	4	5.6	22	31.0	43	60.6
It is hard to interact with peers.	31	43.7	19	26.8	11	15.5	5	7.0	5	7.0
Online courses require a lot of time related to the internet.	51	71.8	9	12.7	6	8.5	3	4.2	2	2.8

Table 3: Educational Problems of Online Learning

According to the educational problems of online learning, the table indicates the strongest agreement that belongs to the statements "Being able to get requested knowledge in the training course through online learning" and "It is difficult for us to work in pairs or in groups via Google Meet.". Both of them account for 81.7% students who strongly agreed with the statements. This means that students have clear advantage in achieving requested knowledge; however, in this knowledge obtaining process, many of them had challenges in pair work and group work with peers. Through the short talk, students said that, not like the other learning apps like Microsoft Team, the teacher could not create private small rooms for students to discuss in group work or pair work with Google Meet. In other word, this is a clearly shortcoming in their online learning. Besides, it highlighted that nearly almost of the participants (91.6%) emphasized their (strong) agreement on "Online learning allows the flexibility in learning" as another benefit of online learning. For instance, with the exercises given by the teacher, they could solve in any time as long submitting by the due, or with the multiple-choice exercise uploaded on My Aloha application, they could do in daytime or nighttime within the deadline, and they could get the results with the number of right answers as soon as they sent their responses. Meanwhile, 84.5% agreed and strong agreed that "Online courses require a lot of time and work related to the internet.". Consequently, this statement has been noted as one of the most disadvantageous point regarding to the educational issue. Students who were interviewed supposed that in some cases, it took them too much time to access the internet, to familiarize with a new platform used by the teacher to hold games or quiz, or to download exercises from Google Classroom application. On the other hand, the statement "I give the signal to ask or answer the question, but the teacher does not realize immediately." showed over 90% of the participants emphasized they had (strongly) disagreement. This showed that students did not meet any difficulties when they wanted to interact with the teacher. They added in the interview that teachers were always focused on the students, put questions and waited for the replies, as well as encouraged students to show their own opinions during the online period. In addition, 74.7 % of students admitted many online platforms are presented. This has been noted as the next advantageous point in educational issue. Furthermore, in the discussion with the researcher, participants assumed that they had a chance to explore many helpful online platforms used by the teacher in online classroom activities which took part in forming interesting and effective learning periods.

4.4. Attitude towards online learning

The learning attitude of students towards online learning is presented in the table and analyzed as below.

Categories	Strongly Agree (1)		Agree (2)		Neutral (3)		Disagree (4)		Strongly Disagree (5)	
Statements	**N0**	**%**	**N0**	**%**	**N0**	**%**	**N0**	**%**	**N0**	**%**
I am fond of with various online platforms presented.	40	65.3	17	23.9	8	11.3	4	5.6	2	2.8
I am enhanced to continue learning with the internet myself after the online course.	39	54.9	22	31.0	7	9.9	1	1.4	1	1.4
Offline learning is better for me.	8	11.3	6	8.5	11	15.5	20	28.2	26	36.6
I have challenges in staying motivated with online learning.	7	9.9	4	5.6	9	12.7	27	38.0	24	33.8
Being tired of depending on the power in learning.	8	11.3	9	12.7	10	14.1	17	23.9	27	38.0
I am motivated in online learning.	32	45.1	18	25.4	13	18.3	6	8.5	2	2.8
I want to meet friends face to face.	5	7.0	11	15.5	8	11.3	26	36.6	21	29.6
Being happy with online learning because I can avoid the bad weather or travelling.	46	64.8	13	18.3	8	11.3	2	2.8	2	2.8

Table 4: Attitude towards online learning

According to the learning attitude towards online learning, a large number of students were eager with online learning. In details, "I am fond of with various online platforms presented." was emphasized by almost 90% students who (strongly) agreed with. In addition, "I am enhanced to continue learning with the internet myself after the online course." got strong agreement from 85.9 % participants. Besides, a large majority of them (83.1%) gave emphasis to their (strong) agreement with "Being happy with online learning because I can avoid the bad weather or travelling" as well, and "I am motivated in online learning" was with 70.5% (strongly) agreed and only 11.3% (strongly) disagreed. It could be said that students had positive thoughts over online learning. They analyzed that they were really interested in platforms supporting their learning, and they had not thought before that they could learn such many things online. So, this was the reason why they would continue with online learning and use the internet as a beneficial tool for their learning. There was a fact that with online learning, students must not go to the school campus, so they could minimize the travelling and unexpected weather condition. This was clearly showed in what they shared in the interview. Meanwhile, there is 19.8 % students (strongly) agreed and 64.8 % (strongly) disagreed with "Offline learning is better for me.". During the talk with students, while many students found the important roles of online learning in the context of epidemic, some of them said that they would like to go to school to meet the teachers, the friends and to see the school by themselves as traditionally. Furthermore, around two thirds of students (71.8%) (strongly) disagreed with "I have challenges in staying motivated with online learning." , about a quarter of students (15.5%) (strongly) agreed, and 12.7% did not have idea with this statement. Thus, it was clear that although many students are enhanced by online

learning, some of them were not. Through the interview, the researcher knew that it could be difficult for students to be striving with online learning while there were too many distracted noises around them, and they must share the computer with their kin. Besides, they had to spend amount of money but sometimes the internet was unstable. There were 17 among 71 students (24%) (strongly) agreed with "Being tired of depending on the power in learning.", but 61.9% showed their (strong) disagreement on this problem. In the real process of learning online, in some areas where students were living, there was power cut, maybe this was because of the problems of shared electricity line in those areas or in the households of students' families. Additionally, the amount number of students who (strongly) agreed with "I want to meet friends face to face." was 22.5% while the percent of whom expressed their (strong) disagreement was 66.2% because they said in the interview that in the pandemic, it is so dangerous to gather with one another, and it is unnecessary because friends can meet online through many applications. In short, many students were inspired with learning online due to the advantages they got.

4.5. Interview

Besides the questionnaire, interview was used as another research instrument in this study to obtain the data. According to McNamara (1999), interviews, by which in-depth information around a topic can be pursued, are chiefly helpful for getting the respondents' experiences. Interviews are considered as a useful questionnaire follow-up to further investigate participants' responses.

In this study, the interview could clarify and double confirm the students' advantages and disadvantages with online learning and what they need to overcome the difficulties. What 19 students shared in the discussion with the researcher from 7th to 16th, January, 2022 was listed in the following table.

Questions	Answers	Number	Percent
Would you mind clarifying your advantages during online learning?	Having the own learning device, and must not share it with sisters or brothers in the family	8	42.1
	Living in the city so the internet access is stable	9	47.4
	Learning online with desktops/laptops so it is easy to solve the technical issues	7	36.8
	Accessing Google Meet application easily and simply	15	78.9
	Being curious on various technical issues through online learning	14	73.7
	Can do homework at any time as long as submitting by the due	16	84.2
	Can get the results with the number of right answers after sending the responses on My Aloha application	15	78.9
	Being put questions, waited for the replies, and encouraged to show the own opinions during the online period by the teacher	18	94.7
	Having chances to know other online platforms used by the teacher in online classroom activities	11	57.9
	Being supported to learn by different platforms	12	63.2
	Can learn many things online	16	84.2
	Can meet peers online through many applications	13	68.4
	Can be safe in the pandemic for not having to gather with peers	14	73.7
Would you mind clarifying your disadvantages during online learning?	The noise from the outside like the dog's barking, the near construction, arguments between neighbors, and baby cries	17	89.5
	Must share the laptops/computers/phones with sisters and brothers	11	57.9
	Living in the village so the internet access was weak	10	52.6
	Problems with microphones/cameras so it is hard to interact with teachers and peers	12	63.2
	High internet service fee	16	84.2
	Cannot discuss in group work or pair work with Google Meet because no	17	89.5

	private small rooms can be formed		
	Must spend too much time to access the internet, to familiarize with a new platforms or applications	11	57.9
	Unexpected power cut	12	63.2
In your own opinion, what do you need to overcome the challenges in online learning?	A devoted study area when learning online	16	84.2
	Getting reasonable internet packages for students	17	89.5
	Getting information of cheap internet package for students as soon as possible	15	78.9
	More sympathy from the adults when the limited internet access or power cut appears	11	57.9
	Being interacted via possible other online applications or tools	9	47.4

The table showed that almost students (about 95%) were put questions, waited for the replies, and encouraged to show their opinions during the online period by the teacher. It was crystal clear that the interaction made by teachers in online classes was very significant with which students could get many benefits. Nearly 85% interviewees said that they could do homework at any time as long as submitting by the due, and could learn many things online. This was a real advantage of online learning. Over 70% participants admitted advantages that online learning brought to students such as they could access Google Meet application easily and simply, were curious on various technical issues through online learning, could get the results with the number of right answers after sending the responses on My Aloha application, and could be safe in the pandemic for not having to gather with peers. Thus, choosing the types of LMS for students should be particularly considered. Students would get full assistances with the appropriate LMS. Furthermore, it seemed that students who possessed their own suitable studying tools, and lived in urban areas had more advantages when attending online classes. This was proved by over 40% of students said that having the own learning device, and must not share it with sisters or brothers was their advantage. Additionally, 9 out of 19 students supposed that because they lived in the city, the internet access was stable, and 36.8 % considered learning with desktops/laptops as another advantage because they could solve the technical issues easily. In other words, when infrastructure for learning was good, it meant students got more benefits in learning.

About disadvantages, there were 17 students, account for 89.5 % said that their challenges were from the noise outside like the dog's barking, the near construction, arguments between neighbors, and baby cries. This meant that when joining online classes, students should be left a quiet learning environment. The same number of students regarded not being able to discuss in group work or pair work with Google Meet because no private small rooms can be formed as a disadvantage. This proved one of the drawbacks of this LMS. What is more, 11 students (57.9 %) admitted that their difficulties came from too much time to access the internet, to familiarize with a new LMS, and having to share the learning tools with others, while 52.6 % students assumed that the weak internet access in the village made their learning not smooth enough. The fact that it was hard to interact with teachers and peers because of problems with microphones / cameras was confessed by 63.2 % students. There were also 84.2 % mentioning high internet service fee, and 63.2 % caring about unexpected power cut as disadvantages. In other words, there were many outside and objective elements affecting students' online learning.

Consequently, 16 out of 19 interviewees (84.2%) wished a devoted study area when learning online. Moreover, there were 17 (89.5%) would like to get reasonable internet packages for students, and 15 (78.9%) desired to receive information of this package as soon as possible. 57.9% of students also wanted more sympathy from the adults when the limited internet access or power cut appeared, and 47.4% would like to be interacted via possible other online applications or tools. Generally speaking, with these students' wishes, parents, educators and internet service suppliers could join hands to help students overcome difficulties with online learning.

V.   Discussion

It was clear that through the questionnaire survey and a short interview, the students' perspectives toward the

advantages and disadvantages of online learning and their learning attitude were showed.

Online learning proved many advantages such as the Google Meet application chosen by the college was easy to be accessed by students. There was 71.9% of the students said that their technical skills improved due to the online course, and they wished to investigate more technical issues. Furthermore, students were willing to know online platforms presented by the teacher. These results were the same with those in the study of Dryli and Kinnaman (1996). Additionally, they can do homework and exercises as well as getting knowledge flexibly. Simmons (2004) and (Gilbert, 2015) also regarded flexibility in choosing convenient times and places to learn as advantage of online learning.

In addition, having the own learning device has been noted as one of the most advantageous point while the statement "High expense on internet services" was noted as one of the most disadvantage point. These finding have been consistent with the Browne (2003) research paper. Moreover, no challenge in accessing the LMS was highlighted as another advantageous point. This finding was consistent with Simmons (2004) study, and "I am motivated in online learning" and "Being happy with online learning" were also ranked as advantageous points. These results have been agreeing with the Kalal and Nayak (2020) study. Besides, while Cole, Shelley & Swartz (2014) said that learner-lecturer interaction is limited, this current study, on the contrary, showed that the teachers were always ready to interact with students.

Regarding to disadvantages of online learning, many students met some problems with microphone or webcam which made them hard to communicate with the teacher and classmates as expected, and they had difficulties in working in pairs or groups with peers through Google Meet. Besides, some noises nearby the learning place and waste of time for the internet access were also the other obstacle for students.

Taking a look at the learning attitude towards online learning, it was easy to realize that students were generally eager with this type of learning for different helpful online platforms, usefulness of the internet for learning, and 83.1% of participants said that they were able to avoid the bad weather and travelling when attending online classes. Alexander, Truell, and Zhao (2012) also showed advantages of online learning because they could escape problems such as costly meals, parking, on- time arrival. However, some students showed their tiredness with electricity problems when learning. And Aljaraideh & Al Bataineh (2019) also mentioned one limitation of online learning is the online infrastructure.

VI.   Conclusion and recommendations

In a nutshell, through the students' perspective on advantages and disadvantages of online learning together with their learning attitude, online learning showed the successfulness and effectiveness as a good way to maintain education training program at the time of epidemic, which should have social distance. Students are willing to join online classes, and they are happy with this new way of learning. However, to adopt online learning, students must be provided with a strong and appropriate infrastructure.

In light of the results, some recommendations are made as following.

To assist students in learning online, teachers should leave certain time before the course to instruct students how to use learning tools, devices, and systems that they need in the online learning process. What is more, teachers should consider students' attitude and learning difficulties in each online meeting so that they feel the sense of encouragement and support to study in time. Furthermore, possible other apps or tools beside the basic online learning system should be used collaboratively so that teacher-students interaction is more effective. In addition to that, parents should support students with ideal quiet study place at home and tools in order that they can attend the online classes well. Besides, cheap internet services and low-priced learning devices should be offered by government and companies to students during the pandemic, and information of low-cost internet package for students should be spread wide to increase the efficiency of online learning.

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Appendix A
Students' Questionnaire
Dear participants,

I am Nguyen Thi Dung, a teacher of English of Binh Thuan Province Vocational College. This questionnaire is designed to investigate the advantages and disadvantages students at vocational college faced when learning online, and students' attitudes towards online learning. Please answer all the questions as accurately as possible by stating your agreement, disagreement, or neutrality to each given item. Answers will be used for the purpose of academic research only.

Thank you for your cooperation.

Section 1: Demographic Information

1. Age

15-16

17-18

2. Study majors

Electricity

Mechanic

Air Conditioning

3. Studying year

Freshmen

Sophomore

4. Learning devices

Phone

Desktop

Laptop

5. Owning learning devices

Yes

No

6. Living place

City

Town

Village

Section 2: Kindly answer the following questions: Note: Put (x) under the suitable answer.

Technical problems of online learning	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1. No challenge in accessing the online learning platform					
2. Being able to download learning materials easily.					
3. Being able to improve technical skills yourself during the online course.					
4. Having a stable internet connection					
5. High expense on internet services					
6. Difficulty in interacting with online learning platforms.					
7. It is easy to access the Google Meet application.					
8. Problems with microphone or webcam					
9. There are some disturbing problems from outside during online learning meeting					
Educational problems of online learning					
10. Online learning allows the flexibility in learning					
11. Being able to get requested knowledge in the training course through online learning					
12. Many online platforms are presented.					
13. It is difficult for us to work in pairs or in groups via Google Meet.					
14. I can hear what the teacher says clearly.					
15. I give the signal to ask or answer the question, but the teacher does not realize immediately.					
16. It is hard to interact with peers.					
17. Online courses require a lot of time and work related to the internet.					
Attitude towards online learning					
18. I am fond of with various online platforms presented.					
19. I am enhanced to continue learning with the internet myself after the online course.					
20. Offline learning is better for me					
21. I have challenges in staying motivated with online learning.					
22. Being tired of depending on the power in learning					
23. I am motivated in online learning					
24. I want to meet friends face to face.					
25. Being happy with online learning because I can avoid the bad weather or travelling					

Appendix B
Students' Question Interview

1. Would you mind clarifying your advantages during online learning?
2. Would you mind clarifying your disadvantages during online learning?
3. In your own opinion, what do you need to overcome the challenges in online learning?