

## Diploma Students' Attitude and Problems towards Online English Learning Implemented at University of Bengkulu

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### ABSTRACT

The objectives of this research are to investigate the emotional, cognitive, and behavioral attitudes and problems of the Diploma student of Economic and Business Faculty and Math and Science Faculty in Universitas Bengkulu toward online English learning. This research is quantitative. The sample of this research was 145 students of Diploma students of Economic and Business Faculty and Math and Science Faculty in Universitas Bengkulu. The data were gathered by using a questionnaire and interview and were analyzed by using SPSS 21. The findings showed that Diploma students have a positive attitude toward English in all aspects, Behavior, Cognitive, and Emotional aspect. In the Behavior aspect, the highest score was that indicated they have a positive attitude was Diploma students are always on time when online English learning. In the Cognitive aspect, the highest score was that indicated they have a positive attitude was they can analyze content in online English learning. In the Emotional aspect, the highest score was that indicated they have a positive attitude was wished they could speak English fluently. The last, problem faced by students were they lack the signal to be able to study online. The process of teaching and learning English online requires students to have a signal, so, they could connect to the internet network and there are also some of the students who find it difficult to understand lessons when online learning. In conclusion, most of the students have a positive attitude in three aspects. But, the students have to pay attention to their signals during online learning.

**Keywords:** Attitude, Online English Learning, Problems in Online Learning

### ABSTRAK

Penelitian ini difokuskan untuk menyelidiki sikap emosional, kognitif, dan perilaku mahasiswa D3 Fakultas Ekonomi dan Bisnis serta Fakultas Matematika dan Sains Universitas Bengkulu terhadap pembelajaran bahasa Inggris online. Penelitian ini menggunakan metode kuantitatif. Populasi dalam penelitian ini adalah Mahasiswa D3 Fakultas Ekonomi dan Bisnis, Fakultas Matematika dan Sains, Fakultas Sosial dan Politik pada Semester IV. Sampel penelitian ini adalah 145 siswa. Instrumen yang digunakan dalam penelitian ini adalah kuesioner. Hasil penelitian ini menunjukkan bahwa mahasiswa Diploma memiliki sikap positif terhadap Bahasa Inggris dalam semua aspek, Perilaku, Kognitif, dan Emosional. Pada aspek Perilaku, skor tertinggi yang menunjukkan sikap positif adalah mahasiswa D3 selalu tepat waktu saat pembelajaran bahasa Inggris online. Dalam aspek Kognitif, skor tertinggi menunjukkan bahwa mereka memiliki sikap positif adalah mereka dapat menganalisis isi pelajaran bahasa Inggris secara daring. Pada aspek Emosional nilai tertinggi yang ditunjukkan mereka memiliki sikap positif adalah berharap mereka dapat berbicara bahasa Inggris dengan lancar. Terakhir, kendala yang dihadapi mahasiswa adalah kurangnya sinyal untuk bisa belajar online. Proses belajar mengajar bahasa Inggris online mengharuskan siswa memiliki sinyal, sehingga mereka bisa terkoneksi dengan jaringan internet dan ada juga beberapa siswa yang kesulitan memahami pelajaran saat pembelajaran online. Dapat disimpulkan bahwa hampir semua mahasiswa mempunyai sikap positif dalam ketiga aspek sikap. Tetapi, mahasiswa harus lebih memperhatikan jaringan selama pembelajaran daring.

**Kata Kunci:** Sikap, Masalah dalam Pembelajaran Online Bahasa Inggris, Pembelajaran Online Bahasa Inggris

## INTRODUCTION

The world today is facing a pandemic as the Corona virus and its impact is going on. The pandemics have brought in many deaths; lakhs have been quarantined and have led to a serious situation of thinking towards a global health emergency. The Covid-19 pandemic has led to a total lockdown world over and Indonesia is no exception. The Period of the lockdown the educational institutions have moved online and social distancing. This Covid-19 is an ideal time to accept technological introduction and its latest offerings to make education delivery to students more efficient and make it more productive through online learning. Online learning also comes as an interesting and interactive additional resource as compared to the normal classroom.

Hence online learning will be the new format of learning which helps to improve the teaching-learning process in this Covid-19 period. Universities and Higher Education Institutions have instantly turned to conduct virtual classes, online assignment submissions, and teacher-student interactions in this Covid-19 situation.

Language learners' attitudes have been under debate for the last few decades by teachers, educationists, and linguists because their attitudes towards English influence the language learning process enormously. In this regard, learners' negative attitudes towards the native speakers of the target language, the target language itself, and the cultural fusion of the target language may affect the language learning process. Unlike adult learners, who might possess negative attitudes towards the target language, young learners generally have positive attitudes, as such, they remain very active in speaking interactions (Emmitt, Pollock and Komesaroff, 2003).

Moreover, the matter of learner's attitude is also acknowledged as one of the most important factors that impact on learning a language (Fakeye, 2010). A students' attitude toward learning the language is one of the loading predictors of success in learning English. Attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings (Latchanna & Dagneu, 2009)

According to Dalvit and Klerk (2004, p. 6), if someone has a positive attitude to a language, he or she is more likely to learn it well. Thus, attitudes are one of the factors that influence foreign language learning because how much effort students put into language learning depends partly on attitude. Online learning is perceived as the application of the internet in accessing materials, having interaction with content, teachers, and other students, and gaining assistance in the learning process to make meaning, gain knowledge, and progress through learning experience (Ally, 2008).

The main points in online learning are students' attitude, perception, assessment evaluation, satisfaction, and performance (Clayton, 2005; Sun, 2014). According to (Zhong, 2020), some factors like insufficient access, the availability of the internet, the lack of technology and students' capacity to participate in digital learning, and lack of proper interaction with instructors became the major effects in the implementation of online learning. Virtual classes cannot be of interest to students who are kinesthetic learners. Another major missing in online learning is conventional classroom socialization. Students only communicate with their friends digitally and cannot meet with their friends directly, and thus the real-time sharing of ideas, knowledge, and information is partially missing from the digital learning world (Britt, 2006).

So, the students' positive language attitude can encourage the students to learn the language. Meanwhile, if the students have a positive attitude make improve the student language learning. If a learner is not interested in acquiring the target language, he possesses a negative attitude and is not motivated and enthusiastic in language learning. Based on researcher observation to diploma and undergraduate students of Economic and Business Faculty in the first semester, the researcher teach and found that the diploma students have

lower scores than undergraduate students during this Covid 19 pandemic. Many factors might cause students' low scores in English. It might be attributed to attitude and problems faced by the Diploma student. This study attempt to investigate whether this is due to the negative attitude of diploma students towards online English learning or not and whether there are problems in online learning. So the researcher is interested to find out the emotional, cognitive, behavioral attitudes and problems faced by the Diploma student of Economic and Bussiness Faculty and Math and Science Faculty in Universitas Bengkulu toward online English learning.

## METHODOLOGY

This research was descriptive quantitative and qualitative methods (mixed-method research). Mixed method research is research that involves collecting data either simultaneously or sequentially to best understand the research problems. The data collection involved gathering both numeric information as well as text information. These became the final database that represents both quantitative and qualitative information, (Creswell, 2003). In this case, the researcher used this method to investigate students' attitudes toward online English learning.

The population in this research were the Diploma students of Economic and Business Faculty, Math and Science Faculty, Social and Political Faculty in the Fourth Semester. This research used purposive sampling. The researcher used purposive sampling because the researcher only investigate Diploma students who had been studying online English learning. The total sample was 145 students.

The instrument has an important function in this research. The instrument is one of the significant steps in conducting this research. Arikunto (2010) stated that an instrument is a tool or facility that is used by a researcher. Therefore, the researcher must choose an instrument in the process of collecting data. An instrument is a tool to collect data that is needed in research. The instrument of this research was a questionnaire and interview. The item of the questionnaire was adapted from the Behavioral, Cognitive, Emotional Attitude (BCEA) questionnaire (as cited in Eshghinejad, 2016). The researcher adopted the questionnaire by translating it into Bahasa Indonesia and to the context of online learning. The interview was a set of questions used to find out what is there in the participants' minds, what they think, or what they feel about something (Fraenkel, Wallen, & Hyun, 2012, p. 450). In this research, 12 Diploma students were chosen purposively and they were contextually interviewed through an online platform to avoid any face-to-face Corona Virus.

The data of this research was analyzed by utilizing a quantitative and qualitative technique of analysis. The data of this research was analyzed by utilizing the quantitative technique analysis. The gathered data in this research was analyzed descriptively. Descriptive statistics are used to organize, summarize, and conveniently present participants' responses by checking and counting the percentage of students' answers and analyzing the frequency data. The researcher used the Statistical Package for Social Sciences (SPSS 21 Version) to find out the percentage and the frequency data.

After getting the total percentage of teachers' attitude scores, the processing of data was classifying the teachers' attitudes into a classification that consisted of strongly positive, positive, negative, and strongly negative interpretation. With this regard, the Humburg formula as mentioned in Yunita (2004) was used as the determination of the interval classification. The interval classification used the following formula:

$$I = \frac{H-L}{K}$$

Where: I = Size of class interval  
H = The value of the highest score  
L = The value of the lowest score  
K = The total of class

Table 1. The Interval of Students' Score

Interval	Classification
473 – 580	Strongly Positive
364 – 472	Positive
255 – 363	Negative
145 – 254	Strongly negative

The respondents were contacted by *Whatsapp*. The researcher and respondent had agreed to the interview. The researcher interview six Diploma student as the representative.

The qualitative data was analyzed from interview data. The researcher analyzed them qualitatively using five steps of analyzing qualitative data proposed by Gay and Airasian (2000). The steps are as follows: a) Data Managing. The researcher managed the data from the interview that had been collected during the research and then organized them; b) Reading and Memoing; c) The researcher listened to the interview result of each student and noted the date based on the question addressed to them; d) Description. After listening to the interview result and getting the students' positive attitude and problems in online English learning, the researcher described the students' responses by quoting their responses and translating them into English; and e) Classification. The researcher classified the common data found during the interview based on students' positive attitudes and the problems in online English learning.

## FINDING AND DISCUSSION

### Finding

The results of this research are provided based on four research questions formulated as the primary orientation of this research. As absorbed from the core of research questions, the data orientation comprises 1) the attitude of Diploma students of the University of Bengkulu toward online English learning in terms of Behavioral aspect, 2) the attitude of Diploma students of the University of Bengkulu toward online English learning in terms of Cognitive aspect, 3) the attitude of Diploma students of the University of Bengkulu toward online English learning in terms of Emotional aspect and 4) problem faced by Diploma students toward online English learning. The data were collected from questionnaires and interviews. This questionnaire was distributed to 165 Diploma students via a google form. But only 145 students who had responded to the questionnaire. The participant of the interview was 12 Diploma students.

### The Attitude of Diploma Students of The University of Bengkulu Toward Online English Learning in Terms of Behavioral Aspect

There are 15 statements of the Behavioral aspect in the attitude questionnaire. Based on the questionnaire result, there is 10 item that indicated positive category and only five items that indicated negative category. So most of the students had a positive attitude in the behavioral aspect with an average total score was 367.73 and The highest score that indicated the positive category was item 14 (I am always on time when online English learning ) with a total score was 460.

Based on the result of the interview, In the behavioral aspect of the attitude, it was found out at least three categories i.e. effective teaching strategies, and lack of participation.

#### *Effective Teaching Strategies*

In exploring the level of the students' attention during learning English, it was found out several types of attitudes as shown by students interviewed. One of them, for example, suggested that she paid attention to the lecturer's explanation. Other participants argued that

their attention on learning depended very much on the lecturer's teaching approach, as one of them said:

*"Dosen. Tapi itu tergantung metode pengajaran yang digunakan oleh dosen. Jika dosen menggunakan metode pengajaran yang saya tidak suka dan membuat saya bosan dan saya tidak mau memperhatikan dosen"* (The lecturer. But it depends on the teaching method used by the lecturer. If the lecturer used the teaching method that I don't like and makes me bored and I don't want to pay attention to the lecturer - (P1)

Other students stated that they would participate in the classroom, if they were given some compensation by the lecturers, such as given higher grades or some other types of compensation. One student, for instance, stated:

*"Ya kadang kadang. Tergantung dosennya. Jika dosen memberi saya nilai bonus, saya akan berpartisipasi"* (Yes, sometimes. It depends on the lecturers. If the lecturer gives me the bonus scores, I will participate) - P3.

This quotation informed that his participation occurred with the condition that was if the lecturers encouraged participation through compensation, then the students would be willing to participate.

#### *Lack of participation*

The interview results also suggested that some students participating in the research felt reluctant to participate because of anxiety reason. It was mentioned by one of the participants.

*"Tidak pernah. Karena saya benar-benar tidak suka berpartisipasi. Saya tidak percaya diri dengan kemampuan saya untuk mempresentasikan di kelas daring. Itu karena saya merasa bahasa Inggris saya masih buruk. Jadi, saya lebih suka diam daripada berpartisipasi di kelas daring"* (Never. because I really don't like to participate. I'm not confident with my ability to present in online class. It is because I feel my English still bad. So, I prefer to be silent rather than participate in class) - P5.

### **The Attitude of Diploma Students of The University of Bengkulu Toward Online English Learning in Terms of Cognitive Aspect**

The cognitive aspect consisted of 15 statements. The data was collected from 145 students. Based on the questionnaire result, most of the students had a positive attitude in the cognitive aspect. It was shown with the average total score of 405.2 that indicated a positive category. The highest score indicated positive was item 29 (I can analyze content in online English learning) and item 30 (I hope to learn more online English in the future) with a total score was 492. Based on the result of the interview, the data on the cognitive aspect was coded into three categorizations: students' reason for learning English and students' level of English competence.

#### ***The students' Reason for Learning English***

The interview results suggested that twelve participants showed a great passion for learning English. These students believed that learning English was important and they had different reasons for learning English, one of which was because English was seen to be fun and important. As one of the participants reiterated:

*"Menurut saya belajar bahasa Inggris itu menyenangkan dan membuat saya lebih terbuka terhadap hal baru dan pengetahuan baru, mbak. Karena banyak buku pengetahuan yang ditulis dalam bahasa Inggris, maka dengan belajar bahasa Inggris saya dapat mengetahui pengetahuan lainnya."* (I think learning English is fun and makes me more open about the new thing and

new knowledge. Since many books of knowledge were written in English, thus by learning English I can know the other knowledge.) - P1

This quote suggested that one of the reasons students learned English was the fact that English was fun. The student also mentioned that English was important since it helped those who learn English to gain access to the broader communities.

### **The Attitude of Diploma Students of The University of Bengkulu Toward Online English Learning In Terms of Emotional Aspect**

There are 15 statements of emotional aspects in the attitude questionnaire. Based on the questionnaire result, most of the students had a positive attitude in terms of the emotional aspect. It was shown with the average total score was 401.87. The highest score was item 44 (I wish I could speak English fluently) with a total score of 469.

Based on the result of the interview, in the emotional aspect of the attitude, it was found out at least four categories i.e. English is interesting, lack of interest, and anxiety

#### ***English is an Interesting Subject***

The participants in the study were interested in English. They saw English as not only an interesting subject but also an important one. One of them asserted:

*“Saya sangat tertarik dengan pembelajaran bahasa Inggris online karena saya lulus dari sekolah asrama. Dulu di pesantren, saya tidak bisa berbahasa Inggris dengan baik sehingga saya sering dihukum karena tidak bisa berbahasa Inggris. Kemudian, setelah lulus dari pesantren, saya menyesal membuang waktu saya tanpa sering berbicara dalam bahasa Inggris. Akhirnya, saya menyadari bahwa bahasa Inggris itu penting”* (I’m so interested in online English learning because I graduated from boarding school. Previously in the boarding school, I couldn’t speak English well so I often got punished for not speaking the language. Then, after graduated from boarding school, I regret wasting my time without often speaking in English. Finally, I realized that English is important) – P3

This indicated that the participant was very much interested in learning English as he understood English. Meanwhile, other participants also showed some preferences toward language learning for different reasons. The participants than stated:

*“Ya. Saya tertarik. Karena saya ingin melanjutkan studi ke luar negeri dan saya ingin menjadi pemandu wisata”* (Yes. I’m interested. Because I want to continue my study abroad and I want to be a tour guide) – P7.

This quote showed that the student was interested in English because of educational reasons. This meant that they liked to study English to enable them to gain a bright future.

#### ***Lack of learning interest***

Even though some students were interested in studying English, these particular students lacked learning interest. However, some students argued that their passion for learning a language was reduced because of their teachers’ instructional approaches.

*“Tergantung dosennya. Semester lalu, saya tidak semangat belajar bahasa Inggris karena dosen tidak terlalu sering datang ke kelas. Selain itu, pembelajarannya juga tidak sesuai dengan mata kuliah. Misalnya pada mata pelajaran listening, dosen selalu bercerita tentang kehidupannya dan tidak terlalu banyak meliputi materi yang berhubungan dengan mata kuliah tersebut. Jadi saya merasa kesal. Tapi mata pelajaran lain, saya tidak punya masalah dan saya senang belajar. Terkadang, saya juga merasa bangga*

*belajar bahasa Inggris karena keren” (It depends on the lecturer. Last semester, I didn't have a spirit in learning English because the lecturer do not come to the class very frequently. Besides, the learning also is not in accordance with the course. For instance, in the listening subject, the lecturer always tells the story about his life and do not very much covers material that is related to the subject. So I feel annoyed. But the other subjects, I don't have problems and I am happy to learn. Sometimes, I also feel proud of learning English because of so cool) – P9.*

The quotation suggested that learning passion relied on the teaching exposure they received from their teachers. Others also suggested that students got bored in language learning due to teachers' ineffective approaches.

One of the participants stated that *“Terkadang, aku bosan. Dosen hanya menjelaskan materi tanpa meminta mahasiswa untuk berpartisipasi. Jadi, itu membuat kelas menjadi sangat membosankan”* (sometimes, I am bored. The lecturer only explains the material without asks the students to participate. So, it makes the class is really boring) - 10

### **Learning Anxiety**

The other learning attitude that emerged in the study was that the students experienced learning anxiety. One of the students, for example, stated that he actually experienced tremendous learning anxiety, but then the teacher helped and boosted his confidence.

*“Pertama, saya sangat takut dan gugup. Tapi, sekarang saya sangat antusias belajar karena teman-teman saya sangat antusias yang membuat saya tidak mau kalah dari mereka. Selain itu dosen juga memberikan nilai bonus kepada mahasiswa yang mau memberikan pendapat selama proses pembelajaran”* (First, I was so scared and nervous. But, now I am very enthusiastic about learning because my friends are so enthusiastic which makes me don't want to lose from them. Besides, also the lecturer gives a bonus score to the student who wants to give opinion during the learning process) – P11

So in general, students have a positive attitude towards online learning English in terms of the emotional aspect. They hope that online learning can be continued in the future.

### **The problems faced by Diploma students in Online English learning**

The data about the problems faced by Diploma students in online English learning were garnered from a semi-structured interview. The participant was selected through a purposive random sampling technique. The participant was 12 Diploma students.

Based on the results of interviews regarding the problems toward online English learning. Most of the students stated that the main problem is the unstable connection and the ability to understand the materials given by the teacher. It should be noted that not all Indonesian students enjoy internet facilities. The example of a student's response can be seen as follow:

*“Saya susah untuk mengikuti kelas online, mbak. Saya tinggal di dusun dan koneksi di tempat saya sangat buruk, mbak”* (It is harder for me to follow online class. I live in a remote area and the connection in my place is very awful)- P3.

In line with P3's response, P5 responded *“Saya pernah ketinggalan pelajaran karena koneksi internet saya sangat buruk, mbak”* (I often miss the lesson because my internet connection is really bad)

For the ability to understand the materials given by the teacher, the example of the students' response is as follow:

“*Saya kadang susah memahami pelajaran miss, karena kadang guru tu cepat nian menjelaskan*” (I sometimes difficult to understand the lessons, miss, because sometimes the teacher is quick to explain)-P10

Most of the students stated that they do not understand most of the materials since the teacher explains so fast. Besides that, the students stated that some of the teachers only gave them the tasks without giving any explanation.

## Discussion

This section presents a discussion of the results which have already been observed. There are four parts to this section. First is the attitude of diploma students toward online English learning in terms of behavioral aspect, second is the attitude of Diploma students toward online English learning in terms of cognitive aspect, third is the attitude of diploma students toward online English learning in terms of emotional aspect and the last is the problems faced by Diploma students toward online English learning.

### **The Attitude of Diploma Students of The University of Bengkulu Toward Online English Learning in Terms of Behavioral Aspect**

Based on the results of data analysis, in general, students have a positive attitude in the behavioral aspect of online English learning. Their positive attitude is seen in their enthusiasm for attending online English classes and they are always on time, they can focus while online learning and online English learning make them more likely to search for information on their own.

Having a positive attitude is very important to create successful language learning as explained previously in the literature review. Ajzen (2005) described humans have a positive attitude if the participants chose more positive statements than the negative statements in the questionnaire. Meanwhile, in this research, the participants labeled having a positive attitude if they have a high score in each statement and their responses in the interview. In the Behavioral aspect, the highest score for positive attitude reveals that Diploma students are always on time when online English learning. That is in line with their response during the interview, they answered that they are always on time because they like to learn English, and learning online English is fun.

This positive attitude indeed will shape their passion for language learning. This positive attitude indeed will shape their passion for language learning. Argued that a positive attitude towards online English learning influences students' interest in language learning.

### **The Attitude of Diploma Students of The University of Bengkulu Toward Online English Learning in Terms of Cognitive Aspect**

The cognitive aspects of attitude range from personal to communal issues. The data reveal that all of them like English for several reasons: English is seen as an important language for a brighter future and also for assessment purposes. It is no wonder that English is seen as important for their brighter future. This is because English is used in many different fields and careers. It is important to note English is not only used in academic institutions but also in many different spaces. For that reason, it is reasonable to see English students are increasing and the EFL department reaches a large audience. The students also believe that they learn English so hard to pass their exams. Even though they do not like English that much, but the fact that they have to pass the English exam, they have to develop their interests in English. The cognitive aspect is influenced by students' language level. For instance, when students acquire good language skills, they tend to like English better. Their ability in English



encourages them to improve their language skills.

Moreover, the Cognitive aspect particularly in the positive attitude category the highest score demonstrated that they really like English class and they will look forward to studying English online in the future. This is supported by their response during the interview, they answered that they like online learning because they can learn from anywhere.

### **The Attitude of Diploma Students of The University of Bengkulu Toward Online English Learning in Terms of Emotional Aspect**

The emotional aspect in online English learning attitudes yields very interesting findings as well. It shows that some students are indeed interested in learning English, while others argued that English is very difficult to learn and thus they do not have that much interest in learning English. Some of the students state that they feel anxiety in learning English. This feeling of anxiety distracts their learning and inhibits their language ability. Feng and Chen (2009) stated that learning a language is shaped by emotional processes, or influenced by some emotional factors. This is so because some students are not capable of learning the language effectively if they are suffered from language anxiety. This anxiety occurs due to the internal factor, in which they do not see English as important, or due to the external factors, such as ineffective instructional process. The findings also show that students learn better if they are taught by effective teachers. These effective teachers will indeed help students learn better. It is very much understood that teachers play a very important role in making their students succeed in their studies. Some students feel it is important to do their scheduling for more effective learning.

### **The problems faced by Diploma Students in Online English Learning**

Based on the result data analysis, it was found that their problem was faced by Diploma students during online classes. The majority of students have problems with their internet signal and quota. Many of them are immigrants from outside the region, so when Covid 19 and learning are replaced with online, most of them return to their homes. Those who live some distance from the city experience this signal problem. They lack the signal to be able to study online. The process of teaching and learning English online requires students to have a signal. So, they could connect to the internet network. Ridwan conveyed in Apriliana (2020) that the internet network can be connected from a cellphone or communication device due to a signal. If there is no signal, it will not be able to access the internet. It is also lined with Nashruddin, Alam, and Tanasy (2020) that some students live in remote rural areas that are not covered by the internet. In addition, their cellular network is sometimes unstable, due to the geographical location which is quite far from the signal coverage. This is also a problem that occurs in many students who take online learning.

Some of them find it difficult to understand lessons when learning online. Due to the delivery of material being only theoretical and written, only some students can quickly and positively understand the materials and explanations from the teacher.

### **CONCLUSION AND SUGGESTION**

This research investigated Diploma students' attitudes and problems toward online English learning. In general Diploma students have a positive attitude toward English in all aspects, Behavior, Cognitive, and Emotional aspect. In the Behavior aspect, the highest score was that indicated they have a positive attitude was Diploma students are always on time when online English learning. However, they have a sort of negative attitude in terms of behavior, such as they put off their English homework as much as possible and they don't pay attention when their English teacher is explaining the lesson. Meanwhile, the problem faced by students were they lack the signal to be able to study online. The process of teaching and learning

English online requires students to have a signal. So, they could connect to the internet network. Some students find it difficult to understand lessons when learning online.

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